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ABSTRACT

The four sections of this report use text, graphs, and tables to present the status of Oregon programs providing special education, compensatory education, student services, early childhood education, and special projects. The first section, on special education, provides the mission statement and the state's goals for special education and then presents data for school-based programs for students with mild mental retardation, serious emotional disturbance, specific learning disabilities, and speech/language impairments. Additional state-operated and/or state-supported programs including hospital programs, regional programs, private agency education programs, trainable mental retardation programs, the talented and gifted program, and early intervention are also described. Data on the two state schools for individuals with blindness or deafness are presented next. The second section covers compensatory education programs including the Chapter I program, the Indian education program, programs for limited English proficient students and for migrant education, the state disadvantaged child project, Title IV civil rights programs, and measures for homeless children and youth. Section III on student services and early childhood education describes the Child Development Specialist position, residential youth care centers, student retention activities, the parent education program, the Oregon prekindergarten program, guidance and counseling programs, student activities, and health services. The last section covers special projects such as Oregon's secondary special education and transition program, the Study of Serious Emotional Disturbance, and the Very Special Arts Program. (DB)

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1990 Status Report on Special Education and Special Student Services in Oregon

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Special Education and Special Student Services

December 1990

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Section I

Special Education

Special Education

In December 1989, the special education section at the Department of Education met and developed the mission statement shown below.

The mission statement is inclusive of children with special needs including infants and toddlers; students with disabilities; and students who are talented and gifted. The desired educational outcome for these children is the same as that for typical children: the opportunity to receive an appropriate education in school and the ability and opportunity to live, work, and play in integrated community environments.

Programs for children with special needs are supported by local, state, and federal funds. Ninety-eight percent of children in special education attend local schools, and the funding for these students' programs is primarily borne by their local districts with support from state and federal funds. Placements outside regular school systems are primarily supported by state funds with some federal support. On the average, special education costs are about double those for typical students.

Programs for infants and toddlers with substantial disabilities are provided in various community settings. These programs are supported by federal and state funds including Basic School Support.

Programs for students who are talented and gifted are provided by local school districts. Programs and services are provided in a combination of regular classrooms, special classes in and outside of the district, and by internship/mentorship arrangements. Funding for these programs comes from a combination of state and local money.

Mission Statement

We exist to ensure that children with special needs including:

- infants and toddlers;
- students with disabilities; and
- students who are talented and gifted

are provided appropriate services, programs, and educational opportunity as described in the laws governing ODE's responsibility for each respective group,

through leadership that acknowledges:

- the importance of the roles played by families, consumers, and other service providers;
- the expertise held by families, consumers, and service providers;
- that governing regulations should be responsive to the changing needs of children and their families;
- a responsibility to all children; and
- the need to include families, consumers, and service providers in making decisions that impact them,

by:

- providing general administration and supervision of programs;
- securing and allocating resources;
- providing training and technical assistance;
- ensuring legal compliance;
- promoting best practices; and
- facilitating collaborative efforts that allow for pooling of resources across agencies, interest groups, etc.,

so that:

service providers can make sure that children with special needs receive the individualized support necessary to be integral members of their families and communities,

which will:

enable young adults with special needs to leave school with the necessary skills and/or supports to ensure an adult life that is satisfying, secure, and fully integrated into the community.

Special Education

The Oregon Department of Education has a commitment to increase the capacity of educational programs to provide quality services to all their children including those with special needs. The following goals will be guiding the special education division through 1994:

1. **Supported Education** — Local school districts will have a flexible and creative array of supportive education services to provide a free appropriate public education to students with disabilities in their regular school communities.

2. **Low-incidence Populations** — Oregon students with low-incidence handicapping conditions will have access to appropriate educational and related services regardless of geographic location and severity of disability.

3. **Seriously Emotionally Disturbed/At Risk** — All school districts in Oregon will know the characteristics of students who are seriously emotionally disturbed or at risk, and a continuum of appropriate services will be implemented statewide for such students.

4. **Secondary Education Outcomes** — Oregon's secondary programs will have the capacity to provide instruction and opportunities relevant to the life needs of youth and young adults with disabilities. Schools will facilitate the necessary collaboration with adult agencies to provide students successful transition from school to adult life in the community.

5. **Families** — Families will be active participants in establishing state and local educational policy as well as the planning and implementation of their children's individual educational program.

6. **Talented and Gifted** — Oregon school districts will have the ability to identify academically talented and intellectually gifted students and to organize and provide programs and services for these students.,

7. **Early Intervention** — Oregon will come into compliance with PL 99-457 by July 1, 1991.

Part A – School-Based Programs

School-Based Programs

Purpose of the Program

Special education services are provided for school-age students with disabilities within the local education agencies whenever possible. Ninety-five percent of the students receiving special education in Oregon do so in school-based programs. Student eligibility, services and district responsibilities are governed by the Education for the Handicapped Act — Part B, Chapter 1 of the ESEA, U.S. Office of Special Education Programs, ORS Chapter 343, and Oregon Administrative Rules.

The purpose of school based special education is to provide special education services to students with disabilities. Services must be appropriate to the student's educational needs within the least restrictive environment possible. To accomplish this and to provide the local school district the greatest flexibility under the law, districts are provided with funds from both federal and state sources without predetermining the organization and delivery of education and services.

Information on Students

School district programs serve the full range of students with disabilities. However, the disabling conditions of the students are, to the greatest extent, mild to moderate in severity. As shown in the table below, using 1989 student census information, the most prevalent disabilities are mental retardation, speech-language impairment, severe emotional disturbance and specific learning disabilities. In addition, other health impaired students comprise a significant portion of students served by district operated programs. Nonschool-age students and students receiving services in nonschool based programs do not appear in this table.

The information in Table 1 shows the number of school-age students ages 5-21 within each disabling condition. Many of these students, as shown in Table 3, also have one or more additional disabilities requiring special education and related services.

Table 2

Gender	Students	% of Total
Female	15,988	34
Male	31,037	66
TOTAL	**47,025**	**100**

Students with multiple handicaps may require multiple programs and related services from special education in the affected districts. In total, individual student programs are provided in school-based programs for students counted in the annual child count.

Table 1

Disability	Students	% of Total
Educable Mental Retardation (EMR)	1,744	3.7
Trainable Mental Retardation (TMR)	1,759	3.7
Hearing Impairment (HI)	719	1.5
Deaf (DF)	228	.5
Visual Impairment (VI)	301	.6
Deaf-Blind (DB)	14	.0
Speech-Language Impairment (SI)	12,769	27.1
Serious Emotional Disturbance (SED)	2,330	4.9
Orthopedic Impairment (OI)	849	1.8
Other Health Impairment (OHI)	768	1.6
Autism (AUT)	270	.6
Specific Learning Disability (SLD)	25,274	53.7
TOTAL	**47,025**	**100.0**

Table 3

Disability	Number of Disabilities One	Two	Three Plus
EMR	790	779	175
TMR	667	645	447
HI	579	117	23
DF	168	55	5
VI	248	35	18
DB	8	5	1
SI	10,835	1,847	87
SED	1,737	484	109
OI	565	195	89
OHI	481	190	97
AUT	141	92	37
SLD	20,941	3,989	344
TOTAL	**37,160**	**8,433**	**1,344**
Percent	**79.0**	**17.9**	**3.0**

Table 4
Age December 1, 1989

Age	Student Count	Percent
5 years	1,253	2.7
6-10 years	20,767	44.2
11-13 years	11,950	25.4
14-18 years	12,290	26.1
19-21 years	765	1.6
TOTAL	**47,025**	**100.0**

The students are served in a variety of ways by the school districts. Table 5 shows the options reported by schools using the federal placement descriptions. The options reflect the percent of time students are served in special education as much as the type of arrangement for the services.

Related services for students served in school-based programs are shown in Table 6. These services shown in the tables are provided to children who are disabled to support the primary services. Over 30,000 related services are provided to school-age students.

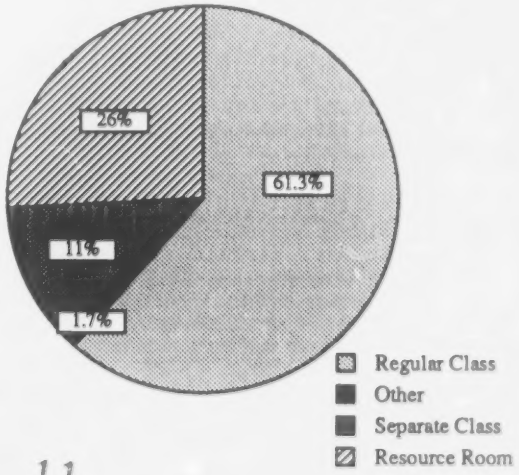
Table 5

Placement	Students	Percent
Regular Class	28,857	61.3
Resource Room	12,214	26.0
Separate Class	5,198	11.0
Separate Facility	545	1.2
Residential/Home	211	0.5
TOTAL	**47,025**	**100.0**

Table 6

Related Service	Services	Percent
Psychology	5,540	118.0
Social Work	1,041	3.3
Occupational Therapy	1,599	5.2
Speech-Language	10,040	32.7
Audiology	1,538	5.0
Recreation	728	2.4
Physical Therapy	1,653	5.4
Transportation	2,893	9.4
School Health	2,341	7.6
Counseling	3,330	10.8
TOTAL	**30,703**	**100.0**

Chart I - Placement for Students in School-Based Programs



The distribution of the students served in school-based programs by county is shown in Table 7, including the number and percent of all students.

Table 7

County	Students	Percent
Baker	293	0.6
Benton	791	1.7
Clackamas	5,093	10.8
Clatsop	438	0.9
Columbia	768	1.6
Coos	1,078	2.3
Crook	207	0.4
Curry	313	0.7
Deschutes	1,121	2.4
Douglas	1,752	3.7
Gilliam	40	0.1
Grant	146	0.3
Harney	98	0.2
Hood River	298	0.6
Jackson	2,074	4.4
Jefferson	222	0.5
Josephine	958	2.0
Klamath	1,259	2.7
Lake	112	0.2
Lane	4,697	10.0
Lincoln	692	1.5
Linn	2,102	4.5
Malheur	604	1.3
Marion	3,755	8.0
Morrow	220	0.3
Multnomah	8,402	17.9
Polk	681	1.4
Sherman	48	0.1
Tillamook	478	1.0
Umatilla	996	2.1
Union	502	1.1
Wallowa	101	0.2
Wasco	521	1.1
Washington	4,874	10.4
Wheeler	25	0.1
Yamhill	1,366	2.9
TOTAL	**47,025**	**100.0**

Organization and Administration

School district programs are organized and operated by the school district administration and the local board of education. The Department of Education, by federal and state law, monitors the implementation of the local programs to assure compliance with federal and state statutes, administrative rules and policies.

The monitoring process is accomplished through several avenues including direct on-site evaluations of district programs by monitoring teams. Every special education program is monitored as required by federal law. In addition, districts submit plans for local implementation of programs as a part of their application for PL 94-142 funds. These plans are audited for compliance with federal and state law.

The state contributes to local district costs through the Handicapped Child Fund. These funds are disbursed through an application process which is monitored. The single audit process, as required under federal law requires districts to provide the Department with an independent audit of fiscal status of the implementation of special education services.

The Department of Education provides school districts with technical assistance through publications specific to compliance issues, federal and state law, promising practices and emerging special education issues. Program specialists at the Department provide technical assistance and training to school staff and assist districts with specific problems in implementing programs for students.

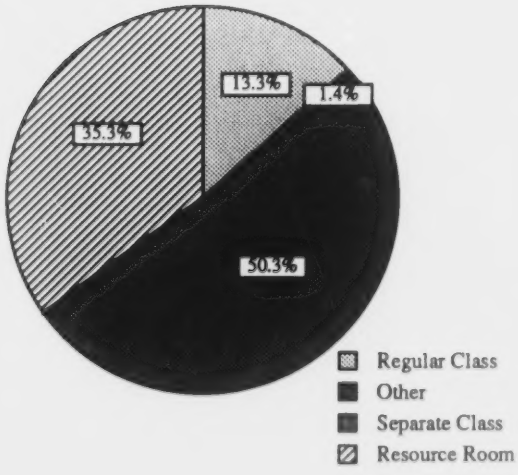
MILD MENTAL RETARDATION

Students with mild mental retardation are reported on the December child count census under the classification Educable Mental Retardation (EMR). School-based programs provide an instructional curriculum to assist each student to develop intellectual, social, physical, and vocational skills necessary to socially integrate and function in the community. Major curriculum areas stressed in the instructional program are: functional academics, daily living skills, personal and social skills, community-based instruction, and occupational preparation leading to employment.

Information on Students with Mild Mental Retardation

The December 1989 child count identified 1,855 students with a mild mental retardation disability. For 1,744 of these students the educable mental retardation category was their primary disability. More than half of the students with an EMR classification had at least one additional disability: 844 students or 46% had a second disabling condition, and 221 or 13% had three or more conditions. For 790 students or 43% it was their only disability. There are more boys than girls: 831 students or 45% are female and 1,024 students or 55% are male.

Chart II - Placements for Students With Mild Mental Retardation



Most of these students, 50%, are served in self-contained classrooms and 35% are served in resource rooms. An additional 13% are served within the regular classroom and the remaining 2% are served in separate day or residential facilities.

Related services provided to students with mild mental retardation include:

Table 8

Related Service	Services	Percent
Psychology	299	12.2
Social Work	99	4.0
Occupational Therapy	156	6.4
Speech-Language	811	33.1
Audiology	53	2.2
Recreation	55	2.2
Physical Therapy	132	5.4
Transportation	573	23.4
School Health	139	5.7
Counseling	136	5.5
TOTAL	**2,453**	**100.0**

Policy and Program Issues

Programs serving students with mild mental retardation, as well as other programs serving all disabled, need to consider policies that will allow funding and coordination of services described as "transition." These services are instructional and community experiences that prepare students with disabilities to move successfully from the school environment and to assume, as independently as possible, employment and community life.

Table 9

Age	Students	Percent
5 years	46	2.5
6-10 years	634	34.2
11-13 years	420	22.6
14-18 years	615	33.2
19-21 years	140	7.5
TOTAL	**1,855**	**100.0**

SERIOUS EMOTIONAL DISTURBANCE

School-based programs for students with a serious emotional disturbance (SED) are designed to meet emotional and educational needs of individual students so they can continue in the regular school programs. Services for these students may include family and health needs as well as emotional and educational needs.

Information on Students with Serious Emotional Disturbances

The December 1989 child count identified 2,537 students with serious emotional disturbances (SED) in school-based programs. For 2,330 of these students the SED category was their primary disability. Of the students with an SED classification, 31.5% had at least one additional disability: 630 or 25% had a second disabling condition, and 147 or 7% had three or more disabling conditions. For 1,737 or 68.5% SED was their only disability. There are more boys than girls: 495 or 20% are female and 2,042 or 80% are male.

Over 50% of these students are served in regular education classrooms and resource centers, 32% and 26% respectively. Self-contained classes represent another 29% of the placements and approximately 10% are served in separate day facilities.

Table 10

Related Services	Service Count	% of Total
Psychology	467	19.2
Social Work	306	12.6
Occupational Therapy	48	2.0
Speech/Language	305	12.6
Audiology	18	0.7
Recreation	27	1.1
Physical Therapy	51	2.1
Transportation	615	25.3
School Health	143	5.9
Counseling	449	18.5
TOTAL	**2,429**	**100.0**

Policy and Program Issues

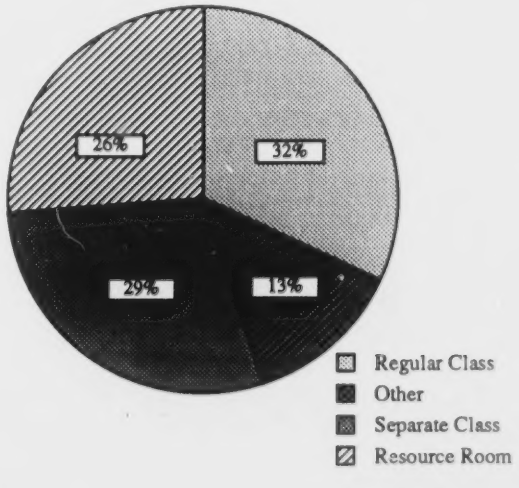
Oregon's school districts are currently identifying slightly over 0.6% of the school population as SED. The U.S. Office of Education indicates that approximately 2.0% of the school population will meet eligibility criteria for SED. Oregon schools appear to be underidentifying SED students.

Table 11

Age	Students	Percent
5 years	13	0.5
6-10 years	567	22.4
11-13 years	798	31.5
14-18 years	1,125	44.3
19-21 years	34	1.3
TOTAL	**2,537**	**100.0**

A study was conducted researching the issues of identification, services provided and identifying promising practices. A report of "Innovative Practices" was published and the final research report should be completed by the end of calendar year 1990. A description of this study appears in Section IV of this report.

Chart III - Placements for Students with Serious Emotional Disturbances



SPECIFIC LEARNING DISABILITIES

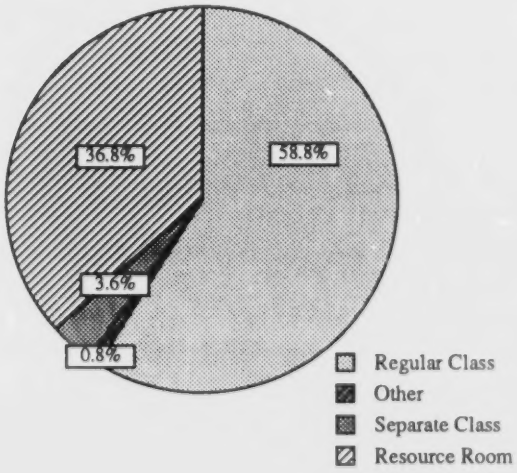
Programs for students with specific learning disabilities (SLD) provide special instruction in basic skills, learning skills and work and social skills designed to remediate or compensate for specific learning problems that interfere with the students' ability to learn in traditional ways. The learning problems result in discrepancies between the students' academic performance and expected performance in school.

Information on Students with Specific Learning Disabilities

The December 1989 child count identified 26,413 students with specific learning disabilities (LD) in school-based programs. For 25,275 of these students the LD category was their primary disability. Of the students with an LD classification, 5,472 or 22% had at least one additional disabiilty: 4,958 or 18.8% had two disabling conditions, and 514 or 1.9% had three or more disabling conditions. For 20,941 or 79.3% LD was their only disability. There are more boys than girls: 8,206 or 31.1% are female and 18,207 or 68.9% are male.

Over 50% of these students are served in regular education classrooms and resource centers, 32% and 26% respectively. Self-contained classes represent another 29% of the placements and approximately 10% are served in separate day facilities.

Chart IV - Placements for Students with Specific Learning Disabilities



Placements used to serve SLD students by school district programs are shown in Chart IV. The predominant placement used by school districts is service through the regular classroom, with resource rooms the second.

Table 12

Related Services	Service Count	% of Total
Psychology	3,576	25.8
Social Work	469	3.4
Occupational Therapy	339	2.4
Speech/Language	3,735	27.0
Audiology	312	2.3
Recreation	86	0.6
Physical Therapy	449	3.2
Transportation	1,775	12.8
School Health	1,676	12.1
Counseling	1,433	10.3
TOTAL	**13,850**	**100.0**

Policy and Program Issues

The large number of SLD students identified by school districts coupled with fiscal constraints has caused concern with proper identification. The definition of SLD, as well as the best methods for evaluating students, continues to be debated across the country as well as in Oregon.

Table 13

Age	Students	Percent
5 years	30	0.1
6-10 years	8,893	33.7
11-13 years	8,415	31.9
14-18 years	8,838	33.5
19-21 years	237	0.9
TOTAL	**26,413**	**100.0**

SPEECH/LANGUAGE IMPAIRMENT

The purpose of speech/language services is to provide special instruction to students with defects in speech, language and/or hearing skills. Because of the unique role of communication in education, a speech/language disorder may be a primary disability, or may be a secondary disability.

Information on Students with Speech and Language Impairments

The December 1989 child count identified 19,195 students with speech and language impairments in school-based programs. For 12,769 of these students speech and language was their primary disability. Of the students within the speech and language classification 8,460 or 43.9% had at least one additional disability: 7,231 or 37.5% had a second disabling condition, and 1,229 or 6.4% had three or more disabling conditions. There are more boys than girls: 7,126 or 36.9% are female and 12,169 or 63.1% are male. A table is provided to show the age breakdown for this group of students.

Placements for students with speech and language impairments are as follows: 69.7% of these students are served in regular education classrooms, 18.2% receive services in resource centers, and 11.4% are served in self-contained classes. Less than 1% of the students with speech and language impairments are served in separate day facilities, residential facilities, correctional facilities, and home settings. Placements are displayed in the pie chart below. Related services for these students are enumerated in Table 14.

Chart V - Placements for Students with Speech/Language Impairments

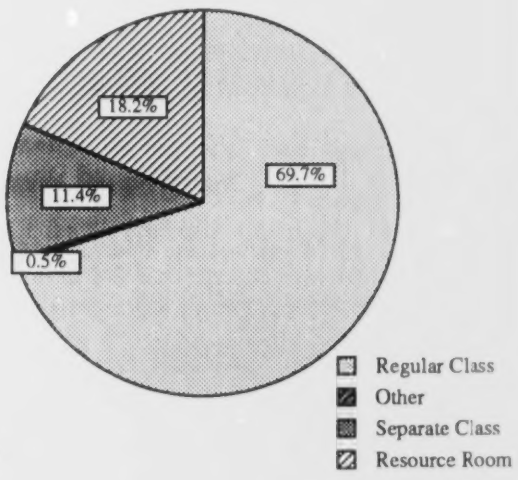


Table 14

Related Services	Service Count	% of Total
Psychology	1,832	11.3
Social Work	356	2.2
Occupational Therapy	729	4.5
Speech/Language	7,863	48.4
Audiology	526	3.2
Recreation	326	2.0
Physical Therapy	635	3.9
Transportation	2,164	13.3
School Health	1,206	7.4
Counseling	600	3.7
TOTAL	**16,237**	**100.0**

Policy and Program Issues

Caseloads for speech/language pathologists is an issue in the speech/language program. High caseloads statewide may be reducing the effectiveness of individual student services.

Table 15

Age	Students	Percent
5 years	1,034	5.4
6-10 years	12,348	64.3
11-13 years	3,535	18.4
14-18 years	2,058	10.7
19-21 years	220	1.1
TOTAL	**19,195**	**100.0**

Part B – State Operated/ State Supported Programs

Hospital Programs

Purpose of the Program

The primary purpose of the hospital programs is to provide instruction to students in order to maintain their education while they are hospitalized. The instruction and related service stresses basic school subjects within the student's regular curriculum or as modified by each student's individual education program. For hospitalized students working toward a GED certificate, hospital school staff continue the prescribed GED curriculum.

Students served in the hospital programs are patients in the state operated hospitals and private hospitals which meet criteria under **ORS 343.261**. Under this statute, the Superintendent of Public Instruction, in cooperation with hospital authorities, "shall be responsible for payment of the cost and oversight of the educational programs for children through 21 years of age" in these institutions.

Hospital education programs are supported through a variety of funding sources including general, federal and other funds.

Organization and Administration

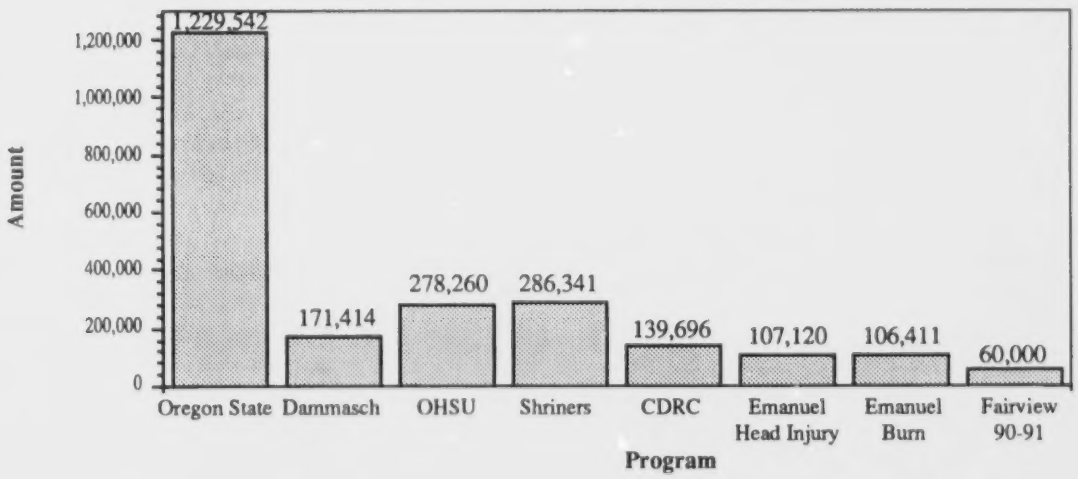
The Department of Education provides for hospital programs through contracts. The contracts are for personnel, related services and instructional costs for the educational programs for the students. The following hospitals are currently funded to operate educational programs:

Oregon State Hospital
Dammasch Hospital
Oregon Health Sciences University Hospital
Shriners Hospital
Child Development and Rehabilitation Center
Emanuel Hospital
Fairview School, beginning July 1, 1990

The school programs in the two mental hospitals are operated through contracts with Marion County ESD, and Clackamas County ESD. Portland Public Schools operates the school programs in the Oregon Health Sciences University Hospital, Child Development and Rehabilitation Center (CDRC), and the two private hospitals. Salem School District contracts for Fairview School.

The programs are supervised by the Department of Education. They are administered under the special education federal and state laws and are monitored for compliance by Department staff regularly.

Chart VI - Amount of 1989-91 Estimated Hospital Program Allocations



State Operated/State Supported Programs

Program Enrollment Information

Student enrollment in hospital education programs is quite variable and difficult to predict due to the varying medical needs of students. The typical stay in medical hospitals is under two weeks although in some situations (such as some state hospital placements) students can remain in hospital care for a number of years.

Last year's hospital education program enrollment and average daily attendance in hospital education programs is shown in Charts VII and VIII.

Chart VII - Hospital Education Program Enrollment: 1989-90

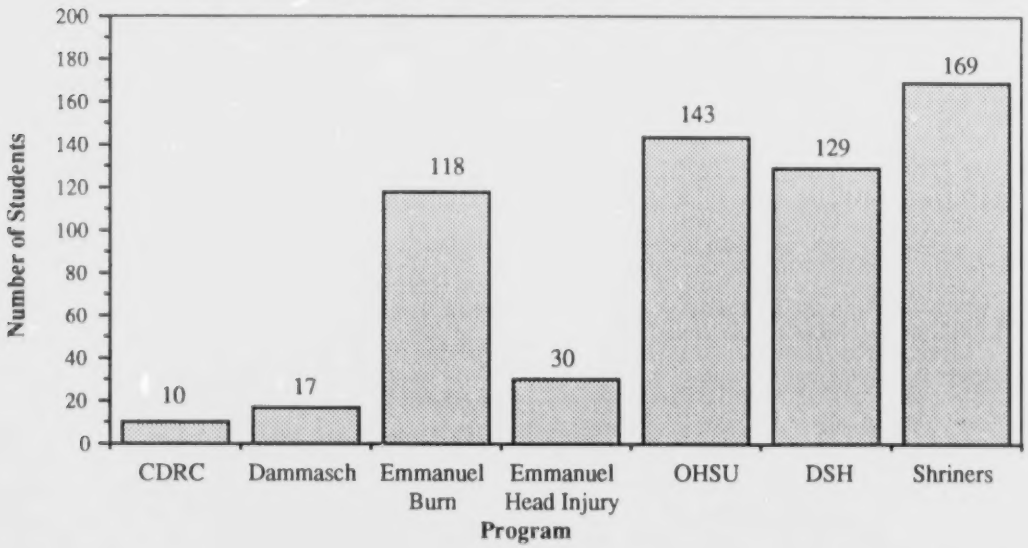
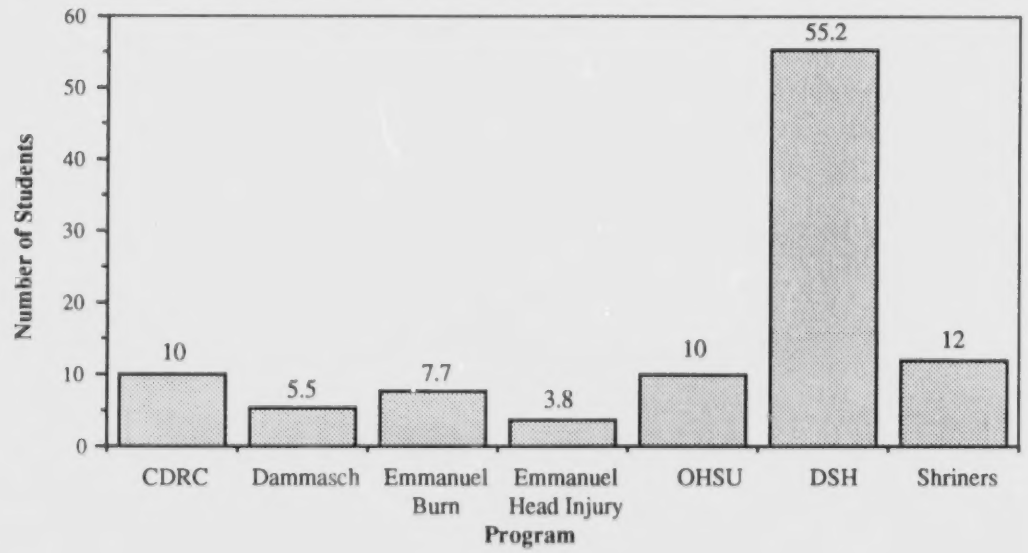


Chart VIII - Hospital Education Programs Average Daily Attendance: 1989-90 School Year



Budget Information

Table 16 and Graph IX show the allocations for the hospital programs for the current biennium.

The 1989-91 estimated totals for contracts for hospital programs are shown in Table 17.

Table 16

Program	Funds
Oregon State Hospital	$1,229,542
Dammasch Hospital	171,414
OHSU Hospital	278,260
Shriners Hospital	286,341
CDRC	139,696
Emanuel Hospital Head Trauma	107,120
Emanuel Hospital Burn	106,411
Fairview School (1990-91 only)	60,000
TOTAL	**$2,417,737**

Graph IX - Source of Funds for Hospital Programs for the 1989-91 Biennium

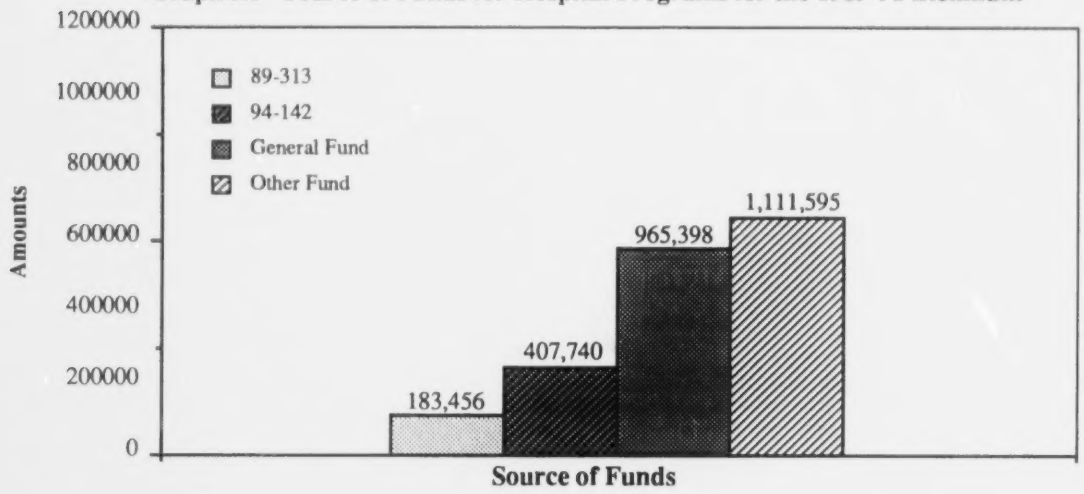


Table 17 - Biennium Budget

	*89-313	*94-142	Total Federal	General	Other	Total
Oregon State Hospital	$64,680	$184,734	$249,414	$459,119	$521,009	$1,229,542
Dammasch Hospital	9,408	44,956	54,364	54,406	62,644	171,414
OHSU Hospital	0	44,597	44,597	102,212	131,451	278,260
Shriners Hospital	35,280	45,616	80,896	70,176	135,269	286,341
CDRC	15,288	22,270	37,558	36,144	65,994	139,696
Emanuel Hospital	30,576	16,373	46,949	9,192	50,270	106,411
Emanuel Head Trauma	0	0	0	107,120	0	107,120
Unallocated	0	0	0	0	0	0
TOTAL	**$155,232**	**$358,546**	**$513,778**	**$838,369**	**$966,637**	**$2,318,784**

*These figures are estimates and are contingent upon receipt of Federal Funds.

Policy and Program Issues

Adequate funding is the major issue facing the hospital programs. Hospital programs have consistently been caught between the increases of personnel costs for teachers and support staff negotiated through local bargaining units and availability of state and federal dollars to cover these increases. This problem is compounded by workload increases for program staff and the variability of caseloads during the course of a school year. Staffing, and covering the increasing costs of staffing, has caused the services to be reduced and the school year to be shortened, over the past several years prior to the current biennium. The 1989-91 appropriation provided for a summer program in the mental hospitals, enabling Oregon State Hospital to retain its accreditation. Adequacy and appropriateness of the reduced educational program is questionable.

The hospital programs, except for Oregon State Hospital and Dammasch Hospital, are currently at minimum contract requirements —175 days student instruction and 190 days teacher contracts (the minimum allowed under union contracts). The costs for the hospital programs cannot be reduced through reducing service and staff days as has been the option previously.

Regional Programs

Purpose of the Program

Since funding the first regional program in 1951, the Oregon Legislature has recognized the need for the state to assist districts in meeting the educational needs of students with low incidence disabling conditions in their own communities. Additional regional programs were funded in 1983 when the legislature adopted a plan which intended to provide consistent services and funding across the state for students who are visually and/or hearing impaired. The 1985 Legislature added services for students with severe orthopedic impairments and autism to the regional program plan. The 1989 Legislature provided funding that would establish a service level as follows:

- Restored vision and hearing to the service level provided in 1983
- 1:22 autism specialist
- 1:30 physical therapist
- 14 augmentative communication specialists for severe orthopedic and autism
- 7 consulting nurses to assist districts to serve students with severe, chronic health needs in a safe manner

The primary responsibility for each regionally served student remains with the local school district. Regional programs assist in the student's educational program by providing: consultative assistance to school staff and parents; direct services to students by itinerant teachers and specialists; adaptive equipment and materials; partial payment for educational interpreters and educational assistants; partial payment of regionally operated classrooms; and inservice training for regional and school district staff.

Information on Students

The distribution of eligible and served students in the regions is shown in Table 18 and Chart X:

Table 18

Region	Students	Percent
Eastern	201	6.9
Central	194	6.7
Southern	364	12.6
Cascade	542	18.7
Mid-Oregon	428	14.8
Columbia	1,171	40.4
TOTAL	**2,900**	**100.0**

Chart X - Number of Students Served by Regional Programs - 1989-90

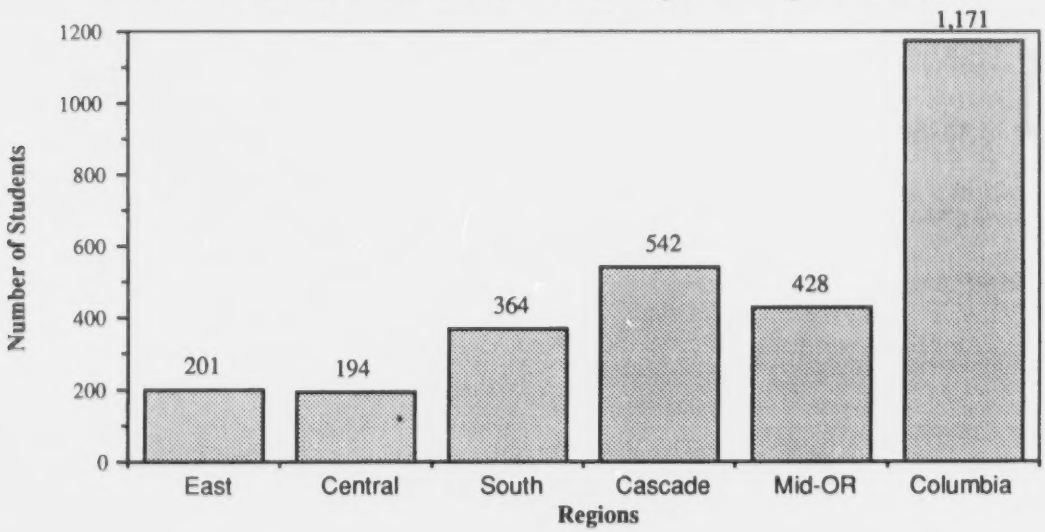


Chart XI - Programs and Services for Students Served by Regionals

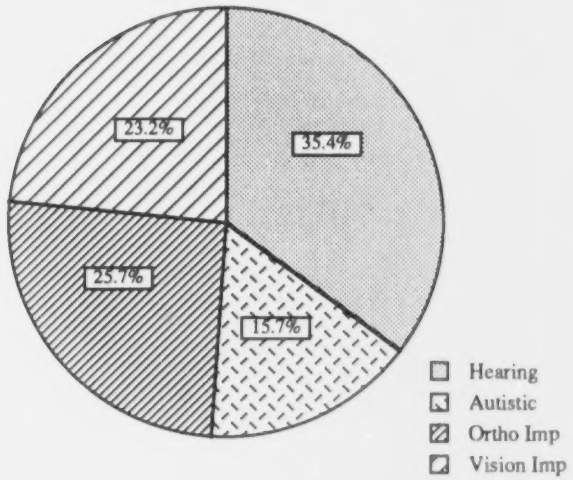
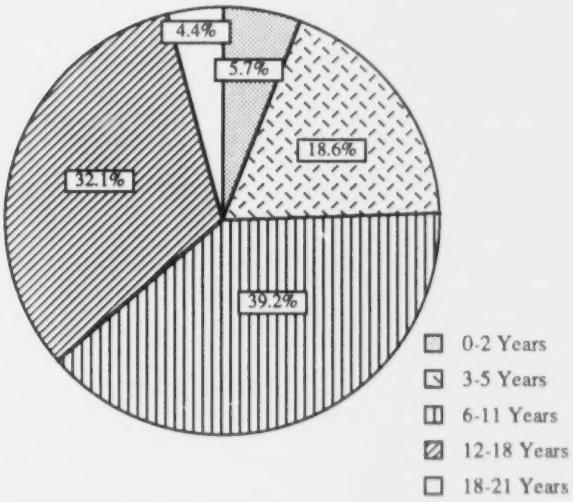


Chart XII - Age Groupings of Students Served by Regional Programs



Students eligible for regional services are those with one or more of the severe disabilities of hearing and/or vision loss, severe orthopedic impairments and autism. Instructional and service needs are determined through the IEP process and programs are developed cooperatively between the regional programs and local schools or ESDs.

The number of regional program students served by county is shown in Table 19.

Table 19

County	Students	Percent
Baker	21	0.7
Benton	55	1.9
Clackamas	239	8.2
Clatsop	27	0.9
Columbia	49	1.7
Coos	75	2.6
Crook	21	0.7
Curry	13	0.4
Deschutes	128	4.4
Douglas	126	4.3
Gilliam	1	0.0
Grant	9	0.3
Harney	10	0.3
Hood River	8	0.3
Jackson	120	4.1
Jefferson	18	0.6
Josephine	48	1.7
Klamath	62	2.1
Lake	5	0.2
Lane	241	8.3
Lincoln	54	1.9
Linn	112	3.9
Malheur	29	1.0
Marion	267	9.2
Morrow	7	0.2
Multnomah	592	20.4
Polk	65	2.2
Sherman	1	0.0
Tillamook	28	1.0
Umatilla	91	3.1
Union	36	1.2
Wallowa	8	0.3
Wasco	29	1.0
Washington	233	8.0
Wheeler	2	0.1
Yamhill	70	2.4
TOTAL	**2,900**	**100.0**

Of the students served by regionals, 6.3% receive services from more than one component of the regional program. These students have more than one regionally eligible disability. In effect, 3,095 regional program services are provided to the 2,900 students.

Table 20 - Number of Student Programs Provided by Regionals

Region	Hearing	Autism	Orth Imp	Vision	Total	Percent
Eastern	105	34	42	48	229	7.4
Central	60	29	66	44	199	6.4
Southern	130	70	125	99	424	13.7
Cascade	184	128	153	120	585	19.1
Mid-Oregon	164	88	93	94	439	14.1
Columbia	453	138	316	312	1,219	39.3
TOTAL	**1,096**	**487**	**795**	**717**	**3,095**	**100.0**
PERCENT	**35.4**	**15.7**	**25.7**	**23.2**		

Students served by regional programs require a variety of related services most of which are the funding responsibility of regional programs. Table 21 shows the number of related services provided by the regions.

Table 21

Related Services	Students
Orient Mobility	196
Braille Transcriber	73
Audiological Assessment	1,745
Educational Interpreter	267
Augmentative Communication	422
Physical Therapy	829
Occupational Therapy	780
Counseling	27
Speech Pathology (R)	312
Vocational Education	215
TOTAL	**4,866**

Organization and Administration

Regional programs have been organized by six geographical areas in the state. The State Superintendent of Public Instruction sets the boundaries for the regions and selects regional contractors from each of the regions. Each regional contractor is responsible for providing instruction, technical assistance, and related services to students in the region. Coordination and planning for each region is the responsibility of the Handicapped Education Council made up of representatives from the schools, agencies, organizations, subcontractors and parents who have students in the regional program.

Statewide, interregional coordination and program administration is accomplished through a regional advisory council which meets regularly to discuss statewide services and coordination issues. The Department of Education assigns responsibility for fiscal and program administration to a special education staff member.

Table 22

Region	Counties	Contractor
Region 1 (Eastern)	Baker, Union, Grant, Wallowa, Umatilla, Morrow, Malheur	Union ESD
Region 2 (Central)	Deschutes, Harney, Jefferson, Sherman, Crook, Wheeler, Gilliam	Bend SD
Region 3 (Southern)	Josephine, Lake, Klamath, Curry, Jackson, Douglas	Jackson ESD
Region 4 (Cascade)	Coos, Lincoln, Linn, Benton, Lane	Linn-Benton ESD
Region 5 (Mid-Ore)	Marion, Polk, Yamhill, Tillamook	Marion ESD
Region 6 (Columbia)	Clatsop, Columbia, Washington, Hood River, Clackamas, Wasco, Multnomah	Portland School Dist

Budget Information

The regional budget has shown increases during the past ten years as shown in Table 23. The increases are due to (1) the development of new programs for students who are autistic or severely orthopedically impaired, and (2) increases in the numbers of students eligible for regional services.

Table 23

1981-1983	$12,805,553
1983-1985	$18,021,883
1985-1987	$21,341,206
1987-1989	$23,293,721
1989-1991	$36,796,115

During this time, funds were distributed by program as shown in Table 24. Funding to regions for the 1989-91 biennium has been allocated on a per pupil basis.

Table 24

Program	81-83	83-85	85-87	87-89	89-91
Hearing	60.8%	57.7%	54.2%		
Vision	18.9%	21.7%	22.2%	71.2%	65.6%
Ortho	19.0%	14.9%	16.9%	19.6%	23.4%
Autistic	0.0%	3.4%	4.8%	5.0%	9.3%
Nurses					1.7%

The information in Table 25 shows the number of students served in programs for hearing impaired, vision impaired, orthopedically impaired and autistic for the years 1984 through 1989.

The cost for administering the regional programs in ratio to the funds used for direct and related services is much like any direct service budget in education. Chart XIII shows that approximately 7% of the regional budget is administrative costs (including indirect costs) and 93% is used for personnel, supplies, travel, equipment and related costs.

Table 25 - Number of Students in Programs for 1984-1989

Program	1984	%	1985	%	1986	%	1987	%	1988	%	1989	%
Hearing	964	59	1,029	58	1,054	54	1,059	44	1,088	40.7	1,096	36.4
Vision	536	33	583	33	615	32	628	26	657	24.6	487	15.7
Ortho	127	8	124	7	194	10	458	19	617	23.1	795	25.7
Autistic	16	1	30	2	83	4	250	10	305	11.4	717	23.2
Total	**1,643**		**1,766**		**1,946**		**2,391**		**2,667**		**3,095**	
% Increase				**7.5**		**10.2**		**23**		**11.9**		**13.8**
% Inc 1984				**7.5**		**18.4**		**46**		**62**		**88**

Chart XIII - Percentage of Total Allocation Per Region for Administration and Direct Services for Students

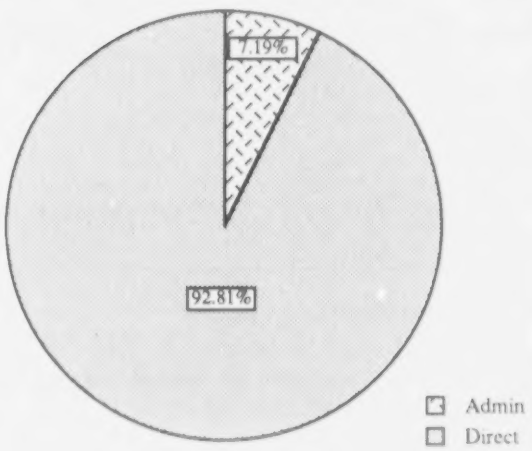


Chart XIV - Region's Expenditures by Type

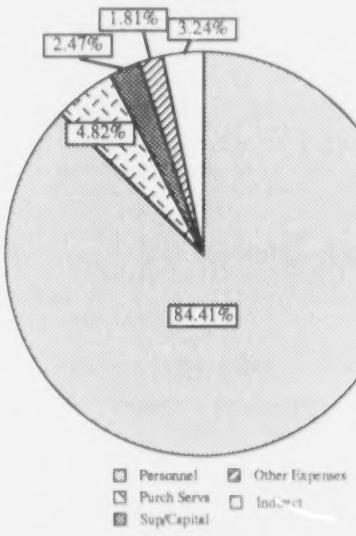


Chart XIV shows the percent of funds used for direct service costs and for indirect charges.

Policy and Program Issues

The following issues are important to the regional program:

1. Maintain the current **level of services** for each disability area served.
2. Add funding for educational interpreters for students who are deaf and in regular classrooms.
3. Refine the procedures for distribution of services to ensure that there is equity that accounts for students needing a high level of specialized services (i.e., braille, mobility, and sign language).
4. Increase the number of consulting nurses to assist districts to serve students with severe health needs, safety.
5. Continue to clarify the respective roles and responsibilities of the LEAs and the regional programs in relationship to the services each provide.
6. Continue to refine and expand the system used to evaluate regional programs.

Private Agency Education Programs

Purpose of the Program

Each year the state-funded education programs in private child caring agencies serve over 723 children on a daily basis and approximately 1,200 annually. There are currently 32 eligible programs in 20 school districts.

These programs historically have been termed "Christie List" programs and serve the educational needs of students in private agencies contracted through Children's Services Division (CSD) for care and treatment. The purpose of the program is to support, through contracts, the provision of educational programs to students under the care of these agencies. These contracts from the Department of Education provide for local school district support staff and other educational expenses.

Information on Students

These children have very special educational and care/treatment needs. Many of the children have been neglected and/or physically, emotionally or sexually abused. Over 80% have been identified as disabled under PL 94-142.

Children in residential care comprise over half of this population and their homes and families offer limited support. Many have experienced multiple out-of-home placements but, due to the nature and/or severity of their problems, must be placed in private agency care rather than in foster care homes.

Children in the day treatment programs have experienced serious difficulties at home and in school. These programs operate under strict mental health standards and serve children identified as seriously emotionally disturbed. Treatment services are provided to the whole family in order to improve the child's behavior and the family's ability to effectively provide appropriate service to the child. These programs strive to keep the child with his/her family and return the child to a public school.

Organization and Administration

The educational program in each of the above settings plays a critical role in meeting the specialized educational needs of these children. The goal of the private agencies is to provide care/treatment services that will result in more positive behaviors, thus enabling the child to function in a more normalized environment. The treatment must extend into the school day and close coordination of the education and treatment plans is essential. The educator's role includes the development of positive behaviors and social skills as well as developing the child's ability to master appropriate educational competencies.

These educational programs were authorized by the 63rd Legislature as HB 2058 and are established in **ORS 343.961. OAR 581-15-044** establishes eligibility criteria and standards for such programs and a funding formula.

Budget Information

Contracting school districts are funded by a formula which reflects the district's per pupil cost as well as a service level factor.

Policy and Program Issues

Several policy issues face the private agency programs.

- The formula for funding is based on school district average net operating expenditures. Approximately 80% of this figure is teacher salary. District's costs tend to increase at a faster rate than the state allows for computing base budgets.

- Some residential programs are moving to the Day and Residential Treatment (DART) model. As the treatment costs in a day program are lower than residential care and treatment costs, they may increase the number of ADP served. This impacts the education program. This move has been encouraged by CSD and is considered to be a more progressive treatment model. It creates budget problems for the Department, however, if the total number of eligible children increases without additional resources for education programs.

- New DART programs are being developed at local levels and seek funding from CSD, Mental Health Division (MHD) and the Department. Continued budget coordination is needed as new programs are to be funded.

- The funding formula is being reviewed to determine its fairness and appropriateness.

Table 26 - Private Agency Programs

Funding Agency	Program	ADM # Of Students	1990-91
Beaverton SD	St. Mary's Home for Boys/Levi Anderson School	44.0	$ 385,943
Central SD 13J	Poyama Land	17.5	122,819
Clackamas County ESD	Clackamas Adolescent Day Treatment Center	12.0	355,224
	Christie School/Evergreen School	33.0	
Corvallis SD 509J	Children's Farm Home	62.0	646,358
	Old Mill School	2.5	
Douglas County ESD	Douglas Adolescent Day Treatment Center	15.0	108,229
Dallas SD 2	Polk Adolescent Day Treatment Center	15.0	94,605
Deschutes County ESD	Cascade Child Center	15.5	104,460
Grants Pass SD 7	Family Friends	5.0	30,633
Jackson County ESD	Southern Oregon Child Study and Treatment Center	14.0	99,078
Josephine County SD	Southern Oregon Adolescent Study and Treatment Center	12.0	76,272
Klamath Falls SD 1	Klamath Child and Family Treatment Center	17.5	206,651
	Klamath Adolescent Treatment Center	15.0	
Lincoln County SD	Olalla Center for Children and Families	15.0	129,911
North Bend SD 13	Pacific Child Center	12.0	86,982
Portland SD 1J	Boys and Girls Aid Society	20.5	2,389,236
	Janis Youth Programs, Inc.	32.0	
	Parry Center for Children	48.0	
	Rosemont	50.0	
	Waverly Children's Home	49.0	
	White Shield Home	23.0	
	Tio Nick's	15.0	
	Morrison Center	10.0	
	N/NE Mental Health Clinic	5.0	
Oregon Health Sciences University	Children's Psychiatric Day Treatment	21.0	196,796
Reynolds SD 7	Edgefield Child Center	42.0	524,962
	Albertina Kerr/Wynne Watts School	31.0	
Springfield SD 19	The Child Center	29.0	219,241
Union County ESD	Grande Ronde Child Center	12.0	82,845
Wasco County ESD	Mid-Columbia Child and Family Center	14.0	113,582
Washington County ESD	Tualatin Valley Day Care	15.0	125,531
TOTAL		**723.5**	**$6,099,358**

Trainable Mental Retardation Programs

Introduction

The Department of Education has been responsible for administering programs for students identified as having severe disabilities since 1985. These services are mandated by PL 94-142 and **ORS 343. OAR 581-15-051** was adopted in 1986 which specified the criteria for determining eligibility for special education as trainable mentally retarded (TMR).

Education for students who are TMR eligible has changed considerably during recent years as a result of a new philosophical approach to services for people with severe disabilities. These new values recognize that the needs of people with severe disabilities are identical to those of all other citizens: education, employment, housing, etc. People with severe disabilities, however, need varying degrees of support to achieve goals of independence, productivity and active integration into the community. From this set of values emerges a new philosophy that influences the educational practices and outcomes and provides a foundation for students with severe disabilities.

Program Values

- Children and adults who have severe disabilities have the opportunity to live, work and participate in community life in the same way as everybody else.
- Children and adults who have severe disabilities should be given opportunities to make decisions, have choices and assume risks commensurate with their abilities, and be encouraged to advocate for themselves.
- Instructional and management strategies which are consistent with the right to treatment do not compromise the right to freedom from harm; educational procedures should avoid indiscriminate use of aversive stimuli, environmental deprivation or exclusion from services.
- Instruction should be implemented using the most current technologies and proven best practices in all aspects of education and related services.
- Instructional goals should be functional, age appropriate and of high priority in the child's life; that the skills lead to increased independence in integrated settings and are taught in an effective and efficient manner.

Student Information

The population of students who are identified as TMR eligible are a diverse group of children and youth with many special and unique needs. This population includes children who are moderately, severely or profoundly mentally retarded. Many of these individuals are considered multiply disabled in that associated disabilities accompany retardation. Forty-three percent of Oregon's TMR population is considered multihandicapped.

Table 27 - Disabilities Associated With Retardation

Hearing Impairment/Deafness
Vision Impairment
Deaf-Blind
Orthopedic Impairment
Autism
Other Health Impaired

Children and youth with such complex conditions present an increasing challenge to the educational system. These children frequently have health related needs in addition to their educational needs. The

Table 28 - Health Related Care Services

Monitor medication
Dispense medication
Respirator
Ventilator
Gastrostomy
Catheterization
Special feeding procedure
Special positioning
Special disease control measures
Other health related care

current TMR population include students who require intensive personal attention, care and instruction. Approximately 10% of Oregon's TMR population requires health related care services which are provided by special education staff.

Table 29 - Personal Care Needs Services

Services	% of Students
Toilet Training	36
Require Feeding	27
Nonambulatory	19

Many students who are TMR eligible require related or secondary services in order to benefit from their educational program. The need for related services is determined individually for each student by the educational multidisciplinary team and is addressed within the students' individual education program.

Table 30 - Related Services

Services	% of Students
Psychology	17.3
Social Work	1.6
Occupational Therapy	22.8
Speech/Language	69.2
Audiology	4.4
Recreation	24.0
Physical Therapy	22.1
Transportation	67.1
School Health	10.9
Counseling	5.7

Progress continues in the deinstitutionalization efforts in Oregon. The educational program at Fairview Training Center has been closed. School-age children are moving from institutional programs and are being transitioned into public school programs. As these children learn to adapt to new environments and providers, additional challenges, both financial and programmatic, are being placed on public school programs. Thirty-seven students moved from institution to public schools, see Table 31.

Table 31 - Students Transitioned From Institutions

Institution	1989-90
Fairview	37

Organization and Administrative

The Department of Education is required to monitor programs for all students who are eligible for TMR services. The Department has selected a model for program evaluation that involves three major components: student demographics, program quality and individual educational outcomes.

Student Demographics

A data base has been established to provide in-depth information regarding students who are eligible to receive TMR services. The data base can be used to generate reports on a variety of information allowing multiple agencies such as the Oregon Department of Education, Oregon System of Higher Education, local service districts, and adult agencies serving students who are developmentally delayed to better plan and coordinate current and future services.

Table 32 - TMR Data Base Categories

Personal student information
(name, birthdate, school)
Personal care needs
Medical related care needs
Communication skills
Primary placement
Related services and family services
Instruction time
Work experience
Transition

Service Delivery

As of the December 1, 1989 census count, 1,680 school age children who are eligible have been identified.

State Operated/State Supported Programs

Local school districts and educational service districts (ESDs) provide educational services to students who are TMR eligible. The focus of the educational program for this population is to provide specialized instruction for students to develop skills that will allow them to live, work, and participate as independently as possible in their communities and enjoy a quality life style.

Educational services are provided in a variety of educational placements for students who are TMR eligible. A continuum of placement options is available with the most typical placement being a separate classroom. The least restrictive environment in which the goals and objectives of the IEP can be achieved is the primary placement. More and more students who are TMR eligible are receiving services outside of the self-contained classroom and are successfully participating in the regular school offerings. Curriculum and classroom activities are frequently modified to enable the student with severe disabilities to participate and learn along with his/her nondisabled peers.

Table 33 - Primary Placements

Primary Placement	Approximate % of Students
Regular Class	2%
Resource Room	5%
Separate Class	90%
Separate Facility	2%
Residential	0%
Home/Hospital	1%

In addition to increased participation within the regular classroom and general school routines, students who are TMR eligible are receiving a portion of their instruction in community settings. Community-based instruction will better prepare students who are TMR eligible for adult living as they leave their secondary educational programs.

Many students who are TMR eligible will transition directly from their school program into supported employment. Local school districts are actively collaborating with the Division of Vocational Rehabilitation and the Mental Health Division to prepare students for supported employment. During the final year of school, selected eligible students are being trained and placed into actual jobs that they will continue with as they leave the secondary education program. The responsibility for the ongoing support to the student is then transferred to the adult service system.

Table 34 - Supported Employment

	1989-90	1990-91
Students graduating with Supported Employment	98*	104*

*Students are exiting education programs with jobs and receiving follow-along support from adult service agencies (Supported Employment Initiate Positions).

Individualized transition planning is conducted for all students who are TMR eligible to ensure a smooth transition from the secondary school program to adult living. Transition planning includes identifying future options for employment, residential services, support networks, and financial assistance.

Program Quality

The Department of Education has distributed the "Guidelines for Programs Serving Students with Severe Disabilities" to all educational agencies serving students who are TMR eligible. These guidelines were developed by the Oregon TMR Working Group and identify best educational practices for students with severe disabilities. Programs will use the guidelines to conduct a self-study of their current program by

Table 35 - TMR Guideline Categories

Age-appropriate placement in local public schools
Integrate delivery of special education and related services
Social integration
Transition planning
Community-reference training
Function, longitudinal curricular expectations
Systematic, data-based instruction
Home-school partnership
Barrier-free facilities
Personnel development
Systematic evaluation of educational and related services

comparing themselves with nationally recognized best practices as identified by the guidelines. Program improvement goals will be targeted by each district and submitted annually to the Department to assure quality services for students who are TMR eligible.

Budget and Funding

Though these students are few in number compared with the total population of students receiving special education, they represent the highest cost group of children in our schools.

All school districts and education service districts are eligible for state reimbursement on their excess costs for services provided to TMR eligible students as outlined in **OAR 581-15-051**. The state's reimbursement accounts for 9 percent of the excess costs. For the 1990-91 school year the legislature provided additional funding to programs for students with Trainable Mental Retardation. This additional funding to school districts is estimated to be 30% of excess costs.

This program also receives federal funding in the amount of $590 per student for 1990-91 school year. These funds accounted for an additional 6 percent of excess costs.

The combined state and federal funds represent approximately 15 percent of the excess cost of serving these students with the remaining 85 percent falling to local school districts and ESDs. This is in addition to the "non-excess cost," or the average district cost for educating all students.

Table 36

	1989-90 Reported Est Costs	Excess Cost 1989-90 Est Reimb	1988-89 TMR Payment
Baker ESD	7,523	696	873
Baker 5	97,160	8,984	6,111
Huntington 16	10,474	969	0
Burnt River 30	3,013	279	0
Clackamas ESD	2,282,030	211,012	120,474
Clatsop ESD	265,651	24,564	7,857
Columbia ESD	395,075	36,531	21,825
Coos ESD	439,799	40,667	34,047
Powers 31	9,618	889	3,492
Crook County SD	160,012	14,796	6,111
Curry ESD	159,542	14,752	3,492
Bend 1	333,533	30,841	24,444
Redmond 2	113,556	10,500	5,238
Sisters 6	30,122	2,785	873
Roseburg 4	299,571	27,700	26,190
South Umpqua 19	88,110	8,147	3,492
Yoncalla	0		
Reedsport 105	22,462	2,077	873
Winston-Dillard 116	112,222	10,377	873
Gilliam 25-Condon	00	4,365	
Grant ESD	6,33	591	1,746
Harney 1	0	0	3,492
Harney 3	86,935	8,039	0
Harney UH1	10,968	1,014	873
Hood River Co SD	335,610	31,033	9,603
Jackson ESD	841,196	77,783	57,618
Jefferson ESD	0		
Culver 4	38,000	3,514	1,746
Madras 509	16,481	1,524	2,619
Grants Pass 7	57,979	5,361	7,857
Josephine Co Unit	236,541	21,872	14,841
Klamath County	372,725	34,465	22,698
Klamath Falls UH2	128,495	11,882	8,730
Lakeview 7	13,857	1,281	873
Lane ESD	2,558,300	236,558	168,489
Eugene 4	431,825	39,930	5,238
Springfield 19		9,066	0
Fern Ridge 28	73,595	6,805	0
Junction City 69	32,251	2,982	0
Oakridge 76	6,300	583	0
Siuslaw 97	10,566	977	0
Lincoln Co SD	357,365	33,044	15,714
Linn-Benton ESD	53,119	4,912	103,014
Alpine 26	12,939	1,196	0
Alsea 7	10,518	973	0
Central Linn 552	65,097	6,019	0
Corvallis 509	609,483	56,357	0
Crowfoot 89	60,703	5,613	0
Greater Albany 8	347,680	32,149	0
Harrisburg 42	11,053	1,022	0
Harrisburg UH5	13,480	1,246	0
Lacomb 73	2,900	268	0
Lebanon 16	117,801	10,893	0
Lebanon UH1	99,843	9,232	0
Mari-Linn 29	10,228	946	0
Monroe UH1	23,115	2,137	0
Philomath 17	15,008	1,388	0
Sweet Home 55	190,456	17,611	0
Malheur ESD	202,561	18,730	13,095
Marion ESD	530,305	49,036	39,285
Salem 24	1,055,211	97,572	78,570
Multnomah ESD	3,126,198	289,070	240,075
Portland 1	458,110	42,360	31,428
Dallas 2	208,197	19,251	12,222
Central 13	186,037	17,202	12,222
Sherman ESD	3,238	299	873
Tillamook ESD	312,845	28,928	7,857
Umatilla ESD	602,433	55,705	41,904
Union ESD	236,420	21,861	14,841
Wallowa ESD	58,373	5,398	4,365
Wasco ESD	179,174	16,568	12,222
Hillsboro 7	100,914	9,331	0
Forest Grove 15	229,180	21,192	10,476
Tigard 23	318,868	29,485	7,857
Reedville 29	43,500	4,022	0
Beaverton 48	1,289,142	119,203	58,491
Sherwood 88	125,619	11,615	6,111
Gaston 511	47,056	4,351	1,746
Hillsboro UH3	925,480	85,576	34,920
Yamhill ESD	723,951	66,942	48,015
Teaching Research	0	0	6,111
TOTALS	**23,149,133**	**2,140,531**	**1,378,467**

Talented and Gifted Program (TAG)

Purpose of the Program

The Talented and Gifted Program was first initiated by the 1957 Legislature and was continued through the mid-sixties. The program was reinitiated by the 1977 Legislature as a permissive, stimulus grant program in **ORS 343.395** through **ORS 343.405** and in the Department of Education Administrative Rules.

1977 • The legislature appropriates $1,000,000 for the 1978-79 school year.

• Rules for stimulus grants are adopted by the State Board of Education.

1978 • The Oregon Department of Education applies for and receives a three-year, $225,000 federal grant for statewide program development.

1979 • The Legislature appropriates $1,000,000 for the 1979-81 biennium for stimulus grants and adopts amendments to statutes for the TAG Program operations.

1981 • The legislature appropriates $640,000 for stimulus grants for the 1981-83 biennium.

1983 • The legislature appropriates base budget plus fixed percent increases for stimulus grants during the 1983, 1985, and 1987 sessions.

The overall purposes of the permissive, stimulus grant program has been to demonstrate state interest in talented and gifted students, to encourage school districts to develop local policies and programs, and to provide short-term support through grants, statewide training activities, and technical assistance.

During the past 13 years, school districts have received grants based on a competitive application process. Applications containing information on the types of students, curriculum, and instruction, program model and evaluation methods have been evaluated by the State Advisory Committee on Talented and Gifted Education annually. The State Advisory Committee recommends a list of district applications to the State Superintendent of Public Instruction for final approvals.

In an effort to increase services to talented and gifted students, the 1987 Legislature mandated programs and services for talented and gifted students in **ORS 343.407** and **ORS 343.409**. Students in all grades are to be identified during the 1990-91 school year, and programs and services are to be in place in 1991-92.

1987 • The legislature adopts a mandate for the Talented and Gifted Program, K-12, to be implemented in a two-step process beginning in the 1990-91 school year.

1989 • State Board of Education adopts rules for the Talented and Gifted Education Program operations in **OAR 581-22-403**, which makes the program a school standard.

• School standards evaluation criteria are developed and distributed to school districts.

The Talented and Gifted Program is in a period of transition. Districts in Oregon are developing the policies and procedures for identifying talented and gifted students, and are implementing these policies and procedures during the 1990-91 school year. In addition, districts are developing plans for programs and services in order to start the second phase of the mandate in 1991-92, which requires basic programs and services across school districts.

In the 1988-89 survey, 288 districts reported having some options for talented and gifted students in their schools. One hundred sixty-two of these districts had identified the talented and gifted students, and 102 districts reported budgets specifically for conducting the TAG programs and services. The current mandate will formalize and guarantee all talented and gifted students in Oregon these programs and services.

Student Information

The current identification process required by state administrative rule focuses on intellectually gifted and

academically talented students. The rule uses a broad definition of these populations with no cap on the percent of a district's ADM or other limitation to the number of students who may be identified and served.

The academically talented and intellectually gifted students are estimated to include 8 percent to 12 percent of the 441,997 statewide school-age population, or an estimated 35,000 to 53,000 students in kindergarten through grade 12 under the eligibility criteria described in the rule adopted by the State Board of Education.

Accurate data on the number of identified students will not be available until the end of the 1990-91 school year when districts are to have completed implementing the identification phase of the mandate. Data on the progress of the identification process in schools will be collected as part of the Fall Report in October 1990.

However, a survey conducted by the Department of Education during the spring and fall of 1989 revealed the incidence information in Table 37. The districts reporting this enrollment information for the 1988-89 school year identified an average of 5.53 percent of the ADM. This incidence information is self-reported.

The student totals for programs and services in district or consortia programs supported through state grant-in-aid funds for 1988-89, 1989-90 and 1990-91 are shown in Tables 41, 42, and 43. The majority of the students shown in these three tables are identified under state approved grants in grades four through nine, with fewer students in the primary and high school grades.

The average per pupil expenditure across all state funded districts for each of the years is shown in Table 45. Over the past three years, state funded programs have averaged $628 per pupil with the state supporting 26 percent.

Budget Information

The history of the Talented and Gifted Program grant-in-aid funding is shown in Table 44 and Graph XV. Because of fiscal problems in the state, the $1,000,000 appropriation for the 1978-79 school year was reduced to $1,157,700 for the two years of the 1979-81 biennium and again reduced to $639,400 for the 1981-83 biennium. Base budgets plus a fixed percent increase have been allocated in each of the following biennia until present.

Average expenditures for districts reporting budget information for the 1988-89 school year is shown in the District Summary (Table 37). The average per pupil expenditure from local funds was $391, and the average district spent $493 per pupil. Table 38 shows budget amounts reported by ESDs for 1988-89, and Table 39 summarizes funds from district, ESD, and state sources for the 1988-89 school year. When all funds are included, the average per pupil expenditure for 1988-89 was $433.

As shown in Table 46, the average district spent $1,072 per pupil for the three years shown. In other words, the average cost for students in all of the district programs is $628, while the average district spends $1,072 per pupil, Chart XVII.

This budget information is tentative regarding the effect that the state mandate has on costs for talented and gifted programs. The actual costs related to the mandate will not be available until the end of the 1991-92 school year. Even then, the cost information will be tentative.

Organization and Operation

The TAG Program currently functions under two operation procedures.

1. Statutes and administrative rules govern a permissive, competitive grant-in-aid program for school districts. The Department employs a part-time specialist (.15 FTE) to operate this program, provide technical assistance, act as the executive to the State Advisory Committee for Talented and Gifted Education, and provide training.

   The Department employs 10 percent of the biennial allocation for statewide activities, training, and program development. These funds are used to support regional inservices, conferences, a newsletter for parents and professionals, special projects,

and other activities which promote the coordination and improvement of programs and services.

2. The statutes adopted by the 1987 Legislature, which mandates the identification of and programs and services for talented and gifted students, has resulted in the development of a school standard and related guidelines for their implementation. School districts are currently implementing the identification phase of the mandate.

   The Department applied for and received a three-year, $900,000 federal grant to support statewide development related to the implementation of the mandate. Activities include school staff, parent, and administration training; graduate level training for teachers of the talented and gifted; and the development of program models, methods, and materials.

Policy and Program Issues

1. Of primary concern to local school district boards and administrators is the cost of the programs and services mandated in statute and administrative rule. School finance issues and the proliferation of requirements on school districts have intersected in the talented and gifted program.

   Currently, no statewide funding support is available for districts to implement the mandate. The Department has proposed a $10,000,000 package to provide for approximately 20 percent of the estimated cost for the program statewide. Without this increase, the base budget would provide approximately $9 to $11 per student statewide, or about 1-2 percent of the estimated annual cost.

   The mandated programs and services described in administrative rule focus on appropriate instruction in the school's regular curriculum and instructional program. The rule requires that the students' instruction be provided at their level of learning, and that the instruction be paced at the students' ability to progress. The rule, therefore, addresses talented and gifted students' learning capabilities in relation to the instructional programs schools already provide rather than a specific type or model of a program.

   Rate of learning is a complex learning characteristic which requires modifications in how teachers and administrators organize instructional programs in classrooms and within schools. A variety of program options and organizations have proven to be effective for accomplishing this goal, but considerable planning, teacher training, and special assistance is needed to make the changes. Model programs, demonstration projects, statewide training activities, and support services are needed by districts and teachers in order to accomplish the task.

2. **ORS 343.395(7)**, "Talented and Gifted Children" includes five categories of students referenced in the mandate language of **ORS 343.407** while **OAR 581-22-403(1)** includes only the first two of these categories. This decision was made by Department staff and the State Board of Education because of the enormity of the task to identify and serve all five categories in 1991-93. In addition, questions concerning the costs associated with serving very talented students in the visual and performing arts and creative thinking abilities areas, on a statewide basis, are unexplored and could pose a significant budget impact—particularly in small and rural districts where local resources are not readily available.

Table 37

County	School District	ADM	# TAG	Budget	% TAG	Per P
Baker	Baker City SD*	2,129	42	$48,543	2	$1,156
	Burnt River SD 30J	85	3		4	
	Huntington SD 16J	123	12		10	
Benton	Alsea 7J	140	5	4,921	4	984
	Corvallis SD 509J	6,987	900	204,440	13	227
	Monroe UH1	147	6		4	
	Philomath SD 17J	1,377	45	273	3	6
Clackamas	Bull Run SD 45	115	15		13	
	Canby SD 86*	1,856	125	40,295	7	322
	Canby UH 2*	1,314	277	36,793	21	133
	Carus SD 29*	338	21	30,000	6	1,429
	Colton SD 53	900	40	214	4	5
	Gladstone SD 115	2,075	200	32,000	10	160
	Lake Oswego SD 7J	5,681	500	153,017	9	306
	Molalla UH 4	1,006	50	30,787	5	616
	N Clackamas SD 12	11,719	911	298,533	8	328
	Ninety-One SD 91*	450	41	17,200	9	420
	Oregon City SD 62*	6,446	350	33,000	5	94
	Redland SD 116	529	45	13,005	9	289
	Rural Dell SD 92	100	6		6	
	Sandy UH 2	1,192	140		12	
	Schuebel SD 80	122	12	1,263	10	105
	West Linn SD 3JT*	4,764	372	105,240	8	283
Clatsop	Astoria SD 1C	1,804	35	39,007	2	1,114
	Jewell SD 8	152	10		7	
	Lewis & Clark SD 5	330	12		4	
	Seaside SD 10	1,572	90	38,740	6	430
Columbia	Rainier SD 13	1,519	50		3	
	Scappoose SD 1J	1,903	40		2	
	St. Helens SD 502*	2,343	360	14,451	15	40
	Vernonia SD 47J*	692	6	3,027	1	505
Coos	North Bend SD 13	2,925	19		1	
Curry	Brookings SD 17C	1,478	900		61	
	Gold Beach UH 1	256	15	2,000	6	133
	Pistol River SD 16	14	7		50	
Deschutes	Redmond SD 2J	3,919	220	199,690	6	908
	Bend SD 1	7,782	85	131,690	1	1,549
Douglas	Roseburg SD 4*	6,500	110	65,000	2	591
	Winston-Dillard SD 116	1,722	40	3,113	2	78

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State Operated/State Supported Programs

County	School District	ADM	# TAG	Budget	% TAG	Per P
	Sutherland SD 130*	1,389	13	5,000	1	385
	Reedsport SD 105*	1,295	20		2	
	S Umpqua SD 19	2,056	50	59,931	2	1,199
	Riddle SD 70	550	14	2,319	3	166
Grant	John Day SD 3	795	49		6	
	Dayville SD 16J*	64	2	200	3	100
	Long Creek SD 17	107	7		7	
	Monument SD 8*	98	7	250	7	36
	Mt. Vernon SD 6*	195	7	500	4	71
	Prairie City SD 4	394	40		10	
Harney	Burns UH 2	364	55	3,222	15	59
	Harney SD 1*	649	22	3,500	3	159
	Pine Creek SD 5	14	5		36	
	Suntex SD 10	13	2		15	
Hood River	Hood River CU	3,038	20		1%	
Jackson	Ashland SD 5*	3,003	100	8,000	3	80
	Central Point SD 6	4,008	144	316,542	4	2,198
	Eagle Point SD 9*	3,472	35	13,000	1	371
	Medford SD 549C*	9,296	700	80,162	8	115
	Pinehurst SD 94	36	3		8	
Jefferson	Ashwood SD 8	4	4		100	
	Madras SD 509J	2,226	30	41,528	1	1,384
Josephine	Josephine CU	5,641	190		3	
	Grants Pass SD 7*	4,023	133	11,421	3	86
Klamath	Klamath Falls SD 1&2*	3,966	400	707,631	10	1,769
Lake	Adel SD 21	29	3		10	
	Lake SD 5	58	6		10	
	Paisley SD 11C	164	10		6	
Lane	Bethel SD 52	3,669	120	124,985	3	1,042
	Blachly SD 90*	180	8	450	4	56
	Creswell SD 40	1,046	45	58,398	4	1,298
	Crow-Applegate SD 66	455	27	11,358	6	421
	Eugene SD 4J	17,720	550	458,125	3	833
	Fern Ridge SD 28J	1,829	67	42,558	4	635
	Harris SD 46	21	6		29	
	Marcola SD 79J	355	80		23	
	McKenzie SD 68	362	20	3,016	6	151
	Pleasant Hill SD 1*	1,260	120	55,000	10	458
	Siuslaw SD 97J	1,515	48	39,775	3	829
	Springfield SD 19	9,945	450	197,666	5	439
Lincoln	Lincoln CU	5,661	525	181,047	9	345

Continued on next page.

County	School District	ADM	# TAG	Budget	% TAG	Per P
Linn	Sweet Home SD 55	2,268	60		3	
	Crowfoot SD 89C	618	10	33,425	2	3,343
	Gore SD 81	82	5		6	
	Harrisburg SD 42J	425	21	3,871	5	184
	Harrisburg UH 5J*	184	40	7,500	22	188
	Lacomb SD 73C	254	6		2	
	Lebanon SD 16C	1,527	80	40,000	5	500
	Lebanon UH 1*	1,303	70		5	
	Mill City-Gates SD 129J	600	30	21,516	5	717
	Sodaville SD 13*	97	13	50	13	4
	Tennessee SD 102C	81	10		12	
	Wyatt SD 63CJ	47	4		9	
Malheur	Adrian SD 61	275	6	3,231	2	539
	Arock SD 81	42	8		19	
	Nyssa SD 26*	1,046	19	1,500	2	79
	Ontario SD 8C	2,531	43	70,946	2	1,650
	Vale SD 15	570	57	13,031	10	229
Marion	Bethany SD 63*	68	1	50	1	50
	Brooks SD 31*	121	13	2,000	11	154
	Central Howell SD 540C	124	20		16	
	Eldriedge SD 60	95	12		13	
	Gervais UH 1	251	10		4	
	Marion SD 20	81	8		10	
	Monitor SD 142J	166	6		4	
	N Howell SD 51	28	5		18	
	N Santiam SD 126	86	8		9	
	Parkersville SD 82	44	3		7	
	Pioneer SD 13	33	8		24	
	Salem SD 24J	25,706	340	214,081	1	630
	Silverton SD 4	1,171	77	51,517	7	669
	Sublimity SD 7C*	221	20	1,800	9	90
	Woodburn SD 103*	2,393	85	41,500	4	488
Morrow	Morrow SD 1	1,793	350	11,059	20	32
Multnomah	Centennial SD 28JT	4,962	125	78,572	3	629
	Corbett SD 39	707	50	908	7	18
	David Douglas SD 40	5,857	161	66,253	3	412
	Gresham SD 4	4,944	210	120,330	4	573
	Gresham UH 2J	2,994	390	65,113	13	167
	Orient SD 6J	630	20	10,974	3	549
	Parkrose SD 3	3,202	350	107,294	11	307
	Portland SD 1	52,996	4,192	684,882	8	163
	Reynolds SD 7	6,957	254	123,252	4	485
	Sauvie Island SD 19	74	7		9	

Continued on next page.

State Operated/State Supported Programs

County	School District	ADM	# TAG	Budget	% TAG	Per P
Polk	Central SD 13J*	2,316	40	35,000	2	875
Sherman	Rufus SD 3	59	8	772	14	97
	Sherman UH 1	95	5		5	
Tillamook	Hebo SD 13J	69	4		6	
	Tillamook SD 9	1,818	60	46,834	3	781
Umatilla	Echo SD 5	157	5		3	
	Ferndale SD 10	318	10		3	
	Helix SD 1R	101	12		12	
	Hermiston SD 8	3,517	155	63,732	4	411
	Milton-Freewater SD 31	842	30	4,991	4	166
	Pendleton SD 16R	3,231	150		5	
	Ukiah SD 80R	61	9		15	
	Umatilla SD 6R	931	7		1	
Union	Cove SD 15	224	15	3,000	7	200
	Elgin SD 23	525	40	32,213	8	805
	Imbler SD 11*	350	11	100	3	9
	La Grande SD 1	2,737	95	40,206	3	423
	N Powder SD 8J	170	6		4	
	Union SD 5	479	22		5	
Wasco	Chenowith SD 9	834	46	33,380	6	726
	Dufur SD 29	198	50	6,052	25	121
	Maupin SD 84*	114	17	1,000	15	59
	The Dalles SD 12	2,172	90	44,515	4	495
	Tygh Valley SD 40	62	1		2	
	Wamic SD 40	51	10	2,414	20	241
Washington	Beaverton SD 48J	21,921	700	589,454	3	842
	Farmington View SD 58J	293	27	7,287	9	270
	Groner SD 39	236	25	8,084	11	323
	Hillsboro SD 7	3,906	370	73,479	9	199
	Hillsboro UH 3-8JT	5,471	248		5	
	Reedville SD 29	1,946	51	35,635	3	699
	Sherwood SD 88J	1,339	50	26,853	4	537
	Tigard SD 23J	7,300	500	220,909	7	442
	West Union SD 1	545	35	30,643	6	876
Wheeler	Fossil SD 21*	115	16	2,200	14	138
Yamhill	Carlton SD 11*	330	30	2,000	9	67
	Newberg SD 29JT	4,056	111	32,267	3	291
	Sheridan SD 48J	762	15	4,074	2	272
	Yamhill SD 16*	509	20	3,500	4	175
	Yamhill-Carlton UH 1	309	25		8	
TOTALS (enrollment data)		**371,465**	**20,540**		**5.53**	
TOTALS (budget data)		**353,197**	**18,163**	**$7,097,075**	**5.14**	**$391**

*Self-reported budget amounts. All others are audited budgets.

Table 38 - ESD Summary
1988-89

ESDs Reporting Budgets for TAG Programs

Baker ESD	$ 2,500
Coos ESD	35,284
Jackson ESD	36,021
Multnomah ESD	313,189
Washington ESD	38,150
TOTAL ESD Budgets	**$425,144**

Table 39 - TAG Program Budget Summary
1988-89

Local Programs Funding	$7,097,075
ESD Funding	425,144
State Grant Funding	338,813
TOTAL Funds Expended— Audited and Self-reported	**$7,861,032**
Per Pupil Expenditure Across Districts	**$433**

Table 40 - District Summary
1988-89

Total number of districts reporting some TAG options	288
Percent of Districts in State	96%
Total number of districts reporting identified students	162
Percent of Districts in State	54%
Total ADM	371,465
Total TAG Identified	20,540
Percent of TAG to ADM	5.53%
Total number of districts reporting a TAG budget	102
Percent of Districts in State	34%
Total ADM	353,197
Total TAG Identified	18,163
Percent of TAG to ADM	5.14%
Per Pupil Expenditure Across Districts	$391
Average District Expenditure Per Pupil	$493

Table 41 - State Funded Projects for 1988-89

District	Budget	#TAG	Per Pupil
Alsea SD	$ 5,980	6	$ 997
Ashland SD	32,245	30	1,075
Baker City SD	191,996	45	4,267
Bend-La Pine SD	61,243	110	557
Coos ESD	196,734	50	3,935
Corvallis SD	. 4,400	750	6
Fossil SD	8,520	18	473
Harrisburg SD	38,801	21	1,848
Jackson ESD	100,179	30	3,339
Medford SD	98,171	309	318
Multnomah ESD	67,489	144	469
N Clackamas SD	28,908	75	385
Newberg SD	76,305	206	370
Ontario SD	14,769	33	448
Portland Public Schools	62,510	120	521
Schuebel SD	2,580	5	516
Sheridan SD	14,000	12	1,167
South Umpqua SD	80,426	37	2,174
The Dalles SD	58,975	36	1,638
Tigard SD	172,779	200	864
TOTALS	**$1,317,010**	**2,237**	**$589**
Local Match for Each State Dollar		**$2.89**	

Table 42 - State Funded Projects for 1989-90

District	Budget	#TAG	Per Pupil
Baker City SD	$ 63,636	42	$1,515
Bend-La Pine SD	184,053	134	1,374
Coos ESD	70,000	102	686
Cottrell SD	10,501	27	389
Forest Grove SD	68,369	70	977
Fossil SD	3,798	15	253
Gaston SD	14,210	80	178
Gore SD	3,600	4	900
Lake Oswego SD	66,110	332	199
Maupin SD	10,000	8	1,250
Medford SD	120,408	280	430
Mitchell SD	6,000	15	400
Multnomah ESD	70,000	90	778
Newberg SD	72,898	245	298
North Clackamas SD	370,896	1,100	337
Portland SD	71,216	100	712
Salem-Keizer SD	228,732	1,300	176
Schuebel SD	2,742	5	548
Sheridan SD	70,071	12	5,839
Sisters SD	26,593	28	950
Stayton SD	42,215	40	1,055
Tigard SD	105,764	246	430
Tillamook SD	69,424	41	1,693
TOTALS	**$1,751,236**	**4,316**	**$406**
Local Match for Each State Dollar		**$3.87**	

Table 43 - State Funded Projects for 1990-91

District	Budget	#TAG	Per Pupil
Baker City SD	$ 134,240	151	$ 889
Central Point SD	108,316	45	2,407
Damascus SD	30,312	50	606
Forest Grove SD	94,960	70	1,357
Gaston SD	17,008	80	213
Gore SD	3,600	4	900
Hood River SD	111,348	124	898
Maupin SD	9,316	8	1,165
Mitchell SD	6,000	15	400
Newberg SD	88,393	115	769
North Clackamas SD	260,363	370	704
Portland PS	71,216	100	712
Riverdale SD	4,000	25	160
Rogue River SD	13,140	35	375
Sisters SD	14,713	18	817
Stayton SD	42,215	40	1,055
Tillamook SD	74,584	15	4,972
West Union SD	97,211	157	619
Yamhill ESD	30,000	85	353
TOTALS	**$1,210,935**	**1,507**	**$804**
Local Match for Each State Dollar		**$3.70**	

Table 44

1978-79	$1,000,000	1985-86	334,400
1979-80	507,700	1986-87	336,375
1980-81	650,000	1987-88	355,031
1981-82	300,000	1988-89	369,524
1982-83	339,400	1989-90	376,691
1983-84	318,700	1990-91	391,337
1984-85	326,600		

Chart XV - History of State Grant-In-Aid Funds 1978 to Present

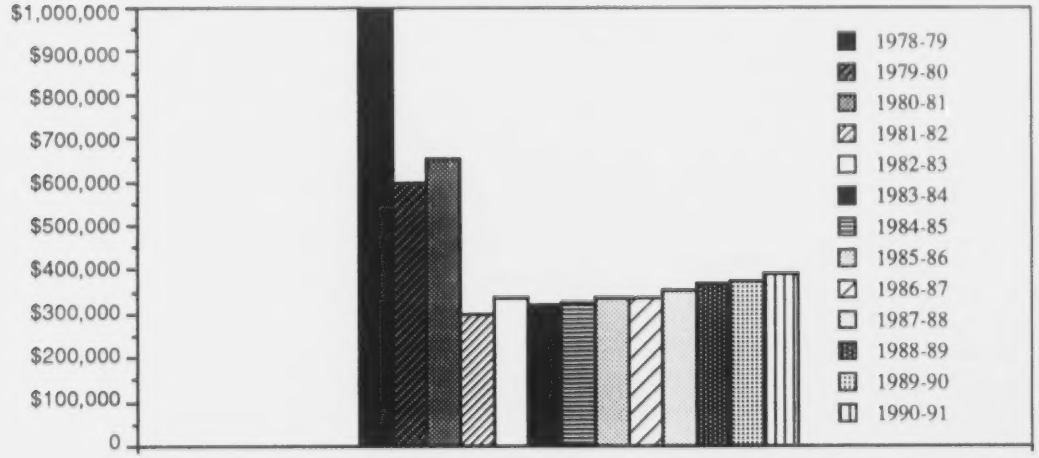


Table 45 - Average Per Pupil Expenditure

	State	Local	Total	State %
1988-89	$204	$385	$589	27
1989-90	105	301	406	26
1990-91	217	587	804	25
Average	162	466	628	26

Chart XVI - Per Pupil Expenditure for State Funded Programs

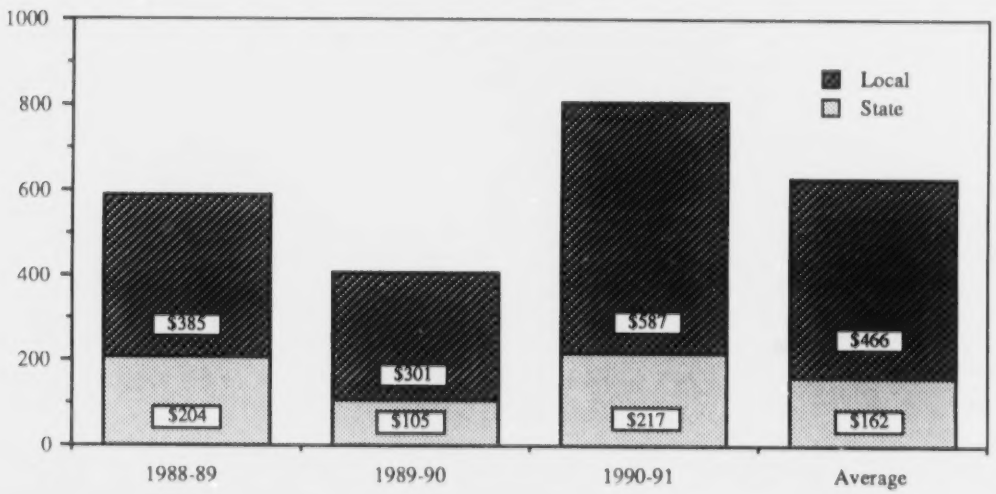
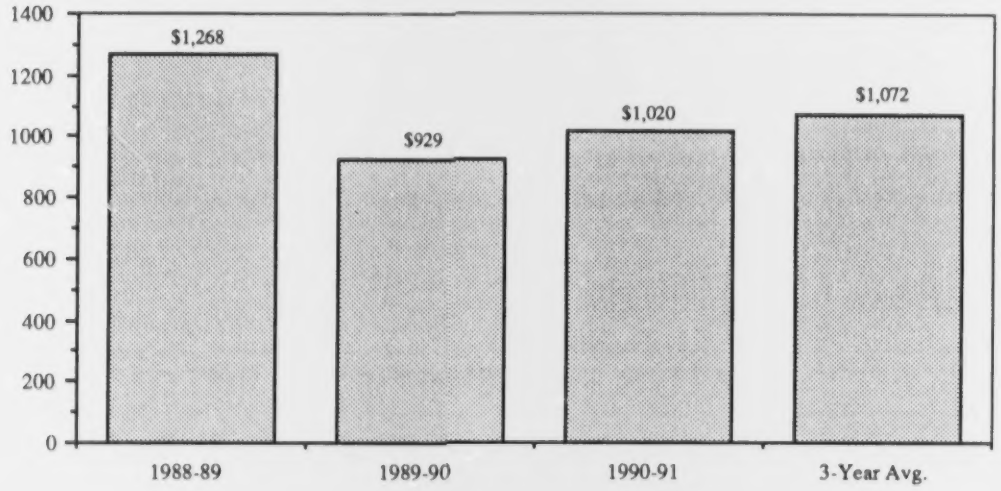


Table 46 Average District Per Pupil Expenditure

1988-89	$1,268
1989-90	929
1990-91	1,020
3-Year Average	**$1,072**

Chart XVII - Average District Per Pupil Expenditure



Education Evaluation Center

Purpose of the Program

The Education Evaluation Center (EEC) serves as the main diagnostic-prescriptive service for any child in the state of Oregon for whom local resources are limited or nonexistent. The center especially caters to the rural communities of the state to enable them to obtain diagnostic services or consultation.

Services provided to schools and parents include: a multidisciplinary assessment and diagnostic evaluation; a clinic report with specific recommendations for teaching techniques, alternative and management strategies and placement; and continued consultative services for both parent and teacher with a regular follow-up, feedback procedure.

Information on Students

The Education Evaluation Center's target population is unserved or underserved children throughout the state and the following:

- School-age children who are not benefitting from their academic program and do not have sensory or motor problems.
- Children who have had public or private individual or small group help but continue to manifest a learning disability although there is no sensory, motor, or environmental problem to explain it.
- Acting-out children who might ordinarily be considered to have behavioral problems; they seem unable to pursue an academic program successfully even though they appear to have environmental support and no sensory or motor problems or problems of mental retardation.
- Children who are academically atypical as compared to other children in the family yet have no sensory, motor, or environmental factor contributing and where it appears there is no general breakdown of mental functioning.
- Children who are dropping out or who have dropped out of school who have manifested significant problems in academic learning yet appear to be of normal mental ability.
- Preschool- and primary-age children who seem to be manifesting the same or similar preacademic problems as one or more of the parents or other relatives yet cannot account for it other than the lack of integration of the learning system of the child.
- Preschool children who are responding to their environment in atypical ways due to what appears to be inadequate visual or auditory perception, neurological processing or expression, oral or motor, but who do not have any sensory, motor, or emotional-social problems to explain it.

Referrals are accepted from schools, public and private, and by physicians. No child is excluded from referral if the possibility of a learning disability exists. If the juvenile court or public or private agency identifies a child suspected of having a learning disability, they have only to communicate with a physician or school.

During the 1989-90 school year, 212 students were evaluated. Of these, 152 or 72% were male, 60 or 28% were female. Table 47 indicates the level in school of the students and the type of school and resident county of those evaluated.

Information on the number of students evaluated from 1982-83 to 1989-90 may be found in the budget information section on the following pages.

Organization and Administration

The Education Evaluation Center was established in 1962 under the authorization of **ORS 343.271**. The Oregon Department of Education contracts with Western Oregon State College (WOSC) for operation of the Evaluation Center. WOSC provides housing and physical facilities, and with funds provided by ODE, employs a director and professional and secretarial staff. ODE maintains overall supervision.

Table 47

School Status:

Elementary	137
Senior High	29
Middle School	17
Junior High	7
Home School	7
Kindergarten	6
Preschool	4
None	4
Other	1

Type of School:

Rural Public	103
Urban Public	66
Rural Private	14
Urban Private	18
Home School	7
No School	4

County:

Benton	13
Clackamas	8
Clatsop	1
Columbia	3
Crook	1
Douglas	1
Grant	2
Jefferson	1
Josephine	1
Lane	2
Lincoln	13
Linn	10
Marion	78
Multnomah	6
Polk	25
Sherman	3
Tillamook	2
Umatilla	1
Union	1
Wasco	1
Washington	9
Yamhill	26

Beginning in 1975, federal funds were available to extend evaluation services. Since that time, personnel from over 20 centers, primarily located in education service districts, have been trained to replicate the services of the Education Evaluation Center. These funds have also enabled the continuation of an interdisciplinary team at the EEC, and for the EEC team to provide field clinic services. Occasionally, when a number of students in a rural area need assessment, EEC staff will travel to the district(s), which allows more extensive work with parents and school staff, especially in regard to implementation of remedial efforts.

The EEC team includes a learning disabilities specialist, a school psychologist, and a speech, language, and learning specialist. Their evaluation procedure includes an initial parent interview; academic assessment; psychological evaluation; speech, hearing and language evaluation; vision screening; and a concluding interview with the parents and school personnel to thoroughly explain evaluation findings and discuss recommended instructional materials and strategies. Following this, a written report is submitted to the referring school or agency, the parent, and other professional personnel upon request.

An annual evaluation of its services is conducted by the EEC via a follow-up questionnaire to parents and schools. Seventy-nine forms were returned in 1988-89. The results are as follows:

Table 48

Rating 1/low - 5/high	**Respondents = 176**
Quality of Report:	
Answered referral questions?	4.55
Easy to understand?	4.66
Quality of services received:	4.73
Report Length:	
Too long	3
Too short	5
Right length	168

Budget Information

The Education Evaluation Center was originally funded entirely with state general funds. Increasingly, the program has been funded with PL 94-142 funds. In addition to funds supplied by ODE, OCE/WOSC has been successful in obtaining additional federal funds through grant application to federal requests for proposals. Funds for specific learning disabilities services were obtained from 1975 to 1981, and parent training funds from 1983 to 1986. This funding provided for the training of personnel in satellite centers and allowed the evaluation at the Education Evaluation Center of significantly more students.

The following table details funding from 1983-84 through 1989-90:

Table 49 - Funding, FTE and Evaluations 1983-84 to 1989-90

	83-84	84-85	85-86	86-87	87-88	88-89	89-90
Education Evaluation General Fund	49,050	53,187	54,492	56,717	41,987	43,701	44,506
Ed. Eval. 94-142	10,073	10,070	10,030	10,742	20,162	20,985	21,372
Satellite 94-142	139,167	139,167	142,582	148,402	148,998	155,080	157,938
TOTAL	**198,290**	**202,424**	**207,394**	**215,861**	**211,147**	**219,766**	**223,816**
Federal							
Parent Training	50,316	50,721	49,720				
Vocational Rehab.					6,000	6,000	
FTE Total (Professional Staff)	7.0	7.0	6.50	6.60	4.60	4.60	4.60
Children Evaluated	362	335	321	266	203	220	212

Policy and Program Issues

The relationship of funding and the number of students evaluated is noted above. With the staff reduction in 1987-88, the clinic schedule was filled for the remainder of the year during April, and many requests from parents and teachers had to be turned down. The need for additional evaluation services is evident.

Given budget constraints, program concerns include staff inservice training on current evaluation materials and staff to meet the demand for services. Staff and staff training are urgently needed to meet increasing demands.

Early Intervention

Introduction

Since the late 1960s and early 1970s, Oregon has provided services for preschool-age children with significant handicaps, through programs offered by the Department of Education (ODE) and the Developmental Disabilities Office of the Mental Health Division (MHDDSD). In 1983, the legislature established, as state policy, the provision of early intervention services to all substantially handicapped children from birth to school-age. These services are provided by the ODE and MHDDSD in a cooperative way, through shared standards, staff, and planning. MHDDSD is currently serving over 2,000 children, ODE serves over 200 as sole provider and provides additional support services to another 400 children under the primary responsibility of MHDDSD. It is truly an interagency service delivery program.

An interagency council is charged with the responsibility of assuring that the ODE and MHDDSD cooperate in the delivery of services to eligible children. This council meets monthly and provides recommendations regarding services and future directions.

Purpose of Program

Early intervention services are designed to assist children with substantial developmental delays, and their families. It is considered critical to these efforts that these children be identified as early as possible and that services be provided to minimize the impact of the handicapping condition on both the child and the family.

Another key aspect of the services provided to these children and their families is the importance of providing services in the most supportive environment possible. In family homes for very young or medically vulnerable children, to regular day care or preschool programs, or specialized preschool settings for older children.

Organization and Administration

The services provided by the MHDDSD, through contracts with county mental health programs, are targeted for children with developmental disabilities. This includes children with mental retardation, cerebral palsy, seizure disorder, autism, or any other handicapping condition, except vision impairment or hearing impairment, that may seriously limit the child's ability to function in society and can be expected to last for an extended period of time. The "limiting" nature of a child's handicapping condition is determined by using assessment data and measuring the degree of developmental delay that the child exhibits (i.e., how many months below chronological age is the child's development in one or more developmental areas). To be eligible, a child must be delayed in one or more of the following developmental areas: expressive language/receptive language, gross motor, fine motor, cognitive, self-help, or socialization (ability to relate appropriately to people, objects, or events). The child's delay must be below their chronological age by 25 percent or greater in at least three areas, 45 percent below in two areas, or 60 percent below in one developmental area.

The ODE, through it's contracts for regional services, is responsible as the primary service provider for children with significant disabilities related to either vision impairment or hearing impairment. To be eligible these children must have the described sensory disability and exhibit the same degree of functional delay as described for developmentally disabled children. In addition, the ODE regional providers also provide supplemental (supportive) services for orthopedically impaired and autistic children served by the MHDDSD.

For very young children (under 18 months old), eligibility for services by either agency can be determined solely on the basis of a medical diagnosis of a handicapping condition and the physician's statement that the handicapping condition will result in significant developmental delays. This criteria for infants is based on the difficulties inherent in measuring developmental delays in children younger than 18 months old.

All services are provided to children on the basis of an Individual Program Plan (IPP). This plan is designed to provide services to eligible children based on their individually determined needs.

Each child is evaluated annually on a state developed progress measurement, the Oregon Preschool Assessment System (OPAS). This assessment measures childrens' progress across several developmental areas; and for those children enrolled in services for more than one year, it tracks their individual growth in those domains. Annually, the results of this assessment are summarized in a report called ***Showing Progress***.

Budget and Funding

The Early Intervention programs operated by the ODE and the MHDDSD are budgeted and operated differently in each agency. The services for early intervention eligible children in the ODE programs are contracted as part of the overall Regional Special Education Program budgets. Since those budgets are developed for all regional eligible children, zero to age 21, it is difficult to determine which portion of the budget is specifically targeted for preschool-age children. In 1990-91, regional programs will serve approximately 200 children with sensory disabilities only, and provide supplementary services to almost 400 children receiving their basic services from the MHDDSD.

In the MHDDSD budget, early intervention is a "stand-alone" service element with its own operating budget. The funds available for contracting include federal funds (Chapter 1, PL 89-313), state general funds, and funds allocated for early intervention from the basic school support fund. In 1990-91, the per child allocation was approximately $3,750 for 2,017 children.

Local (resident) school districts have two required responsibilities for early intervention eligible children. LEAs must participate in the planning for services for all children during the year prior to the child being school-age in their local district, **and** the LEA is responsible for providing transportation services to eligible children to authorized early intervention services.

Issues and Implications for 1991 and Beyond

During the 1991 Legislative Session, the state of Oregon must deal with a policy decision regarding compliance with Section 619 and Part H of the Education of the Handicapped Act (PL 94-142), as amended in 1986 (PL 99-457). The implications for Oregon regarding compliance are significant from a fiscal standpoint, but are also very important for the children and families affected by disabling or potentially disabling conditions.

- Section 619 of the Education of the Handicapped Act (EHA), as amended by PL 99-457, requires Oregon to provide free, appropriate public education to all handicapped children beginning at age three, no later than the 1991 school year. This law lowers the requirements of PL 94-142, and makes the three- and four-year-old children with handicaps eligible for full services.

  - It is estimated that approximately 2,730 children age three and four will meet the criteria as handicapped under the federal law. We are currently serving 1,310 of the most severely handicapped children in this age group under our current limited program. This number assumes an incidence rate of 3.5 percent of the total population of three- and four-year-olds.

  - Increased costs for the 1991-93 biennium reflect three factors: 1) increases in number of children eligible for services; 2) state assumes full financial responsibility ("last dollar"); 3) compliance requires provision of all services for children based on individual plan for child.

  - Failure to comply (this section is a federal mandate for states), will result in Oregon losing **all** federal funds administered by the Federal Department of Education, available to the state for preschool handicapped children (approximately $5,050,500 for children ages three and four, $850,000 for children birth to three, and $800,000 in higher education for personnel development and research).

  - It is also anticipated that legal action will be instituted against the Department of Education if Oregon decides not to comply. It is impossible to predict the outcome of any court action because there have been no cases regarding noncompliance with this law since the mandate does not begin until 1991. Currently, 26 states meet these requirements, and we know of no other state that has stated they will not comply.

- Part H of the EHA establishes an incentive program for states to develop comprehensive, community-based services for developmentally delayed infants and toddlers (birth to three) and their families. It requires states to develop these services using an interagency approach, and requires all state agencies receiving federal funds for this population of children to cooperate in the planning and delivery of services. Oregon has made an effort to coordinate this planning and service delivery with services for three- and four-year-olds with handicaps to avoid unnecessary transition problems for families.

  - It is estimated that approximately 1,170 children will be potentially eligible under this part, using Oregon's proposed definition for eligibility (which includes only those children with the most severe disabilities). This represents 1 percent of the population from birth to three. Current early intervention programs serve almost 700 children in this age/disability group. The potential increase in population reflects the anticipation of increased referrals as a result of two factors: 1) early identification of some children as a result of the Health Division's High-Risk Monitoring Program; and 2) better identification and increased numbers of children effected by maternal drug abuse.

  - Failure to comply with this portion of the law will result in the state losing access to approximately $1,500,000 in federal incentive funds for the 1991-93 biennium. Congress will be dealing with reauthorization of Part H during this session, and initial predictions are for a formula based funding structure that might mean more federal funds for this part in future years.

  - This portion of the law is also very supportive philosophically with Oregon's efforts for young children with special needs and their families. The importance of family involvement, the requirements for interagency coordination in service planning and delivery, and the use of an interagency coordinating council to assure interagency and family involvement in policy development are all aspects familiar to Oregon's current system.

Table 50 - Primary Handicapping Condition Proportions Among Early Intervention Children

Handicapping Condition	Percent
Educable Mental Retardation	13.3
Trainable Mental Retardation	13.2
Hard of Hearing	3.1
Deaf	3.6
Vision	6.0
Deaf-Blind	.3
Speech	33.0
Serious Emotional Disturbance	.7
Orthopedic Impairment	15.1
Other Health Impairment	9.1
Autism	2.2
Specific Learning Disabled	.5
	100.0

Table 51 - County of Residence

County	Students	Percent
Baker	8	0.4%
Benton	45	2.2%
Clackamas	154	7.6%
Clatsop	20	1.0%
Columbia	29	1.4%
Coos	29	1.4%
Crook	14	0.7%
Curry	12	0.6%
Deschutes	100	5.0%
Douglas	67	3.3%
Gilliam*	0	0.0%
Grant	2	0.1%
Harney	4	0.2%
Hood River	16	0.8%
Jackson	109	5.4%
Jefferson	45	2.2%
Josephine	72	3.6%
Klamath	47	2.3%
Lake	10	0.5%
Lane	146	7.2%
Lincoln	28	1.4%
Linn	70	3.5%
Malheur	37	1.8%
Marion	93	4.6%
Morrow	0	0.0%
Multnomah	443	22.0%
Polk	43	2.1%
Sherman	0	0.0%
Tillamook	15	0.7%
Umatilla	60	3.0%
Union	39	1.9%
Wallowa	8	0.4%
Warm Springs	42	2.1%
Wasco	21	2.1%
Washington	127	6.3%
Wheeler	2	0.1%
Yamhill	60	3.0%
Total	**2,017**	**100.0%**

*See Wheeler County.

Part C – State Schools

Oregon School for the Blind (OSB)

Purpose of the Program

OSB, established by the legislature in 1873, serves students with visual impairments who have educational needs beyond those which the local school district and regional program can provide. A student may be placed at OSB after the local school district identifies the student's instructional and service needs and evaluates the availability of resources through the local and regional programs. If resources are insufficient for the needs, OSB placement can be made.

Information on Students

The total student population at OSB has remained relatively stable over the past few years as shown in the graph. These students at OSB generally have multiple disabilities requiring intensive instructional and related services. About 25% of the students are in the "high need" category requiring a lower staff/student ratio.

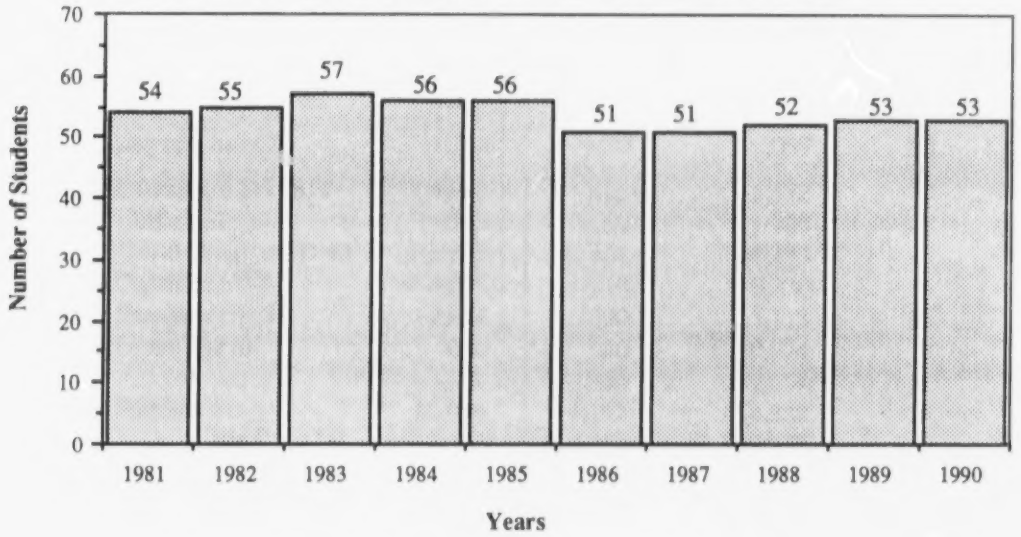
OSB also offers diagnostic/evaluation services to school and regional programs and provides a summer school program for students with visual impairments. Table 52 and the graph show the enrollment in these programs for the past ten years.

Table 52 - Total Number of Students Served

Year	Students	Diag/ Eval	Summer
1981	54	5	42
1982	57	4	49
1983	56	4	52
1984	56	3	74
1985	56	8	108
1986	51	5	150
1987	51	6	130
1988	52	7	138
1989	53	19	144
1990	53	12	153

(Summer school student count reflects available funding, not need.)

Chart XVIII - History of OSB Enrollment 1981-90



State Schools

The OSB currently provides five additional services beyond the direct services provided to students enrolled at the school. Nearly 400 students were reached through one of these services during the 1988-89 and the 1989-90 school years. Chart XIX describes the numbers of students reached.

Chart XIX - Statewide Services Provided by OSB

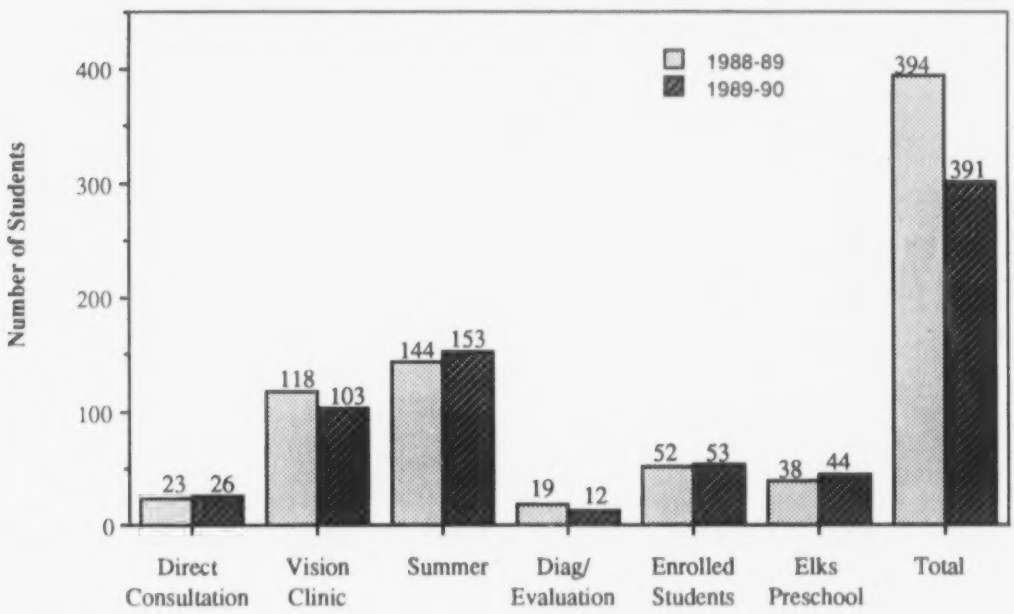


Table 53 - Students by County

County	Number	Percent
Baker	2	3.8
Benton	1	1.9
Clackamas	7	13.2
Clatsop	1	1.9
Coos	1	1.9
Curry	1	1.9
Douglas	3	5.7
Harney	1	1.9
Jackson	1	1.9
Lane	2	3.8
Lincoln	1	1.9
Linn	1	1.9
Malheur	1	1.9
Marion	11	20.8
Multnomah	8	15.1
Polk	3	5.7
Tillamook	1	1.9
Wallowa	1	1.9
Washington	4	7.5
Yamhill	2	3.8
	53	

Region	Number	Percent
Eastern	4	7.5
Central	1	1.9
Southern	5	9.4
Cascade	6	11.3
Mid-Oregon	17	32.0
Columbia	20	37.7
	53	

Budget Information

The OSB allocations for the past seven school years are shown in the following table.

Table 54

Year	Amount
1983-84	$1,603,553
1984-85	1,669,004
1985-86	1,670,428
1986-87	1,738,608
1987-88	1,672,267
1988-89	1,740,524
1989-90	1,912,869
1990-91	1,990,945

Oregon School for the Deaf (OSD)

Purpose of the Program

The Oregon School for the Deaf is a residential/day program for all students who are hearing impaired from the state of Oregon whose needs (education, vocational, physical, social, emotional, etc.) cannot be met by other programs throughout the state.

In addition to its regular academic program, the school provides living skills in its dormitories, career education, athletics, clubs, and leadership training opportunities, i.e., student body government and the Junior National Association of the Deaf. The older students who are residential can live in dormitory apartments and are fully responsible for themselves; budgeting, cooking, and housekeeping.

Information on Students

The age range of students who currently attend OSD is five years to 21 years of age. The overall school is operated on a three age group basis: lower elementary, middle school, and high school. The academic program offers basically the same subjects as public schools, with an added emphasis on reading, written language, and courses in deaf culture. Speech, speech reading, and auditory training are integrated into all parts of the program through total communication. The grade groupings for the OSD students during 1989-90 are shown in the following table.

Table 55 - Grade Levels of Students Enrolled at OSD During 1989-90

Infant	0
Preschool	0
Lower Elementary	21
Middle School	39
High School	68
Total	**128**

Each student follows an individual education program, mandated by PL 94-142. This is a plan that is developed for each student by all parties who are interested in the student's growth and development, and usually includes the local school district representative, parent, the student, and a representative from OSD. OSD students come from all parts of the state. Table 56 shows the number of students attending OSD during 1989-90 by their resident counties.

Table 56 - OSD Students by Counties

County	No. of Students	Percent
Benton	2	1.6
Clackamas	8	6.3
Clatsop	1	0.8
Columbia	0	0.0
Coos	2	1.6
Curry	0	0.0
Deschutes	3	2.4
Douglas	3	2.4
Grant	1	0.8
Jackson	3	2.4
Jefferson	1	0.8
Josephine	0	0.0
Klamath	4	3.2
Lane	9	7.1
Lincoln	1	0.8
Linn	8	6.3
Marion	29	23.0
Morrow	2	1.6
Multnomah	21	16.7
Polk	7	5.6
Tillamook	0	0.0
Wallowa	0	0.0
Wasco	2	1.6
Washington	12	9.5
Yamhill	4	3.2
Region	**Number**	**Percent**
Region 1	7	5.6
Region 2	6	4.8
Region 3	11	8.7
Region 4	26	20.6
Region 5	36	28.6
Region 6	40	31.8

Enrollment figures (Table 57) show that the OSD population has declined in the past ten years. High enrollment during the first half of this decade was caused by the large number of students with rubella who have now moved through the education system. However, during the 1989-90 school year, enrollment increased by 12 percent. Enrollment is expected to continue to increase.

Table 57 - Enrollment Decline

Year	Students
1981-82	203
1982-83	206
1983-84	188
1984-85	167
1985-86	141
1986-87	129
1987-88	123
1988-89	123
1989-90	128
1990-91	135

Budget Information

The school receives funding from the state general fund, federal funds, and other funds, on a biennial basis, and operates as other public schools do from the beginning of September until the first week in June. Approximately 20-25 students are day students bussed to and from school each day.

The level of funding for the cost of education and support services at OSD from the school year 1983-84 to present is shown in Table 58. OSD is currently funded for 114 positions (FTE).

Table 58 - Funding

Year	Total	Education	Support
1983-84	4,124,521	1,374,840	2,749,681
1984-85	4,605,278	1,535,093	3,070,185
1985-86	4,359,638	1,453,213	2,906,425
1986-87	4,194,520	1,398,173	2,796,347
1987-88	3,888,670	2,001,198	1,887,472
1988-89	4,160,703	2,121,958	1,997,137
1989-90	4,404,656	2,246,374	2,114,234

OSD Graduates Following Classes 1984-89
Total Number: 122

Community College Experience	45%
Four-Year College Experience	16%
Worked Since Graduation approx. (Duplicated Count)	97%

Vocational Areas Include:

	Approximations
Clerical	7%
Trades (e.g., Autobody)	15%
Service Industry	11%
Agriculture	2%
Sheltered Workshop	7%
Housewives	7%
Unknown	16%

Examples of Employers: Boeing, Mervyns, State Farm, Willamette Industries, Praegitzer Industries

Section II

Compensatory Education Programs

Compensatory Education Programs

Purpose of the Program

Compensatory Education Programs are providing educational services to local school districts for the traditional "at-risk" student through monetary and technical assistance support. The Oregon Department of Education Compensatory Education section administers the educational services to Chapter 1, Chapter 1-Migrant, Indian education, race equity, sex equity and national origin programs and homeless. Strict federal regulations govern the distribution of federal funds that support these programs in Oregon school districts. The Department of Education provides the technical assistance in the appropriate use of federal funds for educating the native American student, equal education opportunities, civil rights concerns and migrant education under the compensatory education section.

Information on Students

Compensatory Education Programs are especially targeted to provide special services to groups of students whose special educational needs are best met through programs that supplement regular academic offerings. Student groups served by these programs include disadvantaged, neglected and delinquent, migrant, Indian, and limited English proficient children and youth. Charts in the following sections illustrate the increasing number of minority students and the growing number of educationally disadvantaged students served.

Organization and Administration

Compensatory Education Programs in local school districts are administered by the Oregon Department of Education. The Department, by federal law, monitors the implementation of local programs to assure compliance with federal statutes, rules and policies. Districts must submit an application for a project to use available funds. Approval from the Department is then necessary before the program may be implemented. The Department is responsible for monitoring each school district to ensure the legal use of funds and the appropriateness of the educational program. Currently, the compensatory education section in the Department operates with a staff of one director, five specialists, one administrative assistant and three secretaries.

Chapter 1

Chapter 1 of the Augustus F. Hawkins/Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1981 was enacted as part of Public Law 100-297 — April 28, 1988. The purpose of Chapter 1 is to continue to provide financial assistance to state and local educational agencies to meet the special educational needs of educationally deprived children, on the basis of entitlements calculated under Title I.

The programs authorized by Chapter 1 provide financial assistance to:

1. Local educational agencies (LEAs) for programs designed to meet the special educational needs of educationally deprived children and children in local institutions for neglected or delinquent children;

2. State agencies to support programs designed to meet the special educational needs of children with disabilities;

3. State agencies for programs designed to meet the special educational needs of children in institutions for neglected or delinquent children, or in adult correctional institutions;

4. Local educational agencies for programs designed to meet the special educational needs and provide supportive services to children of migratory agricultural workers or migratory fishermen; and

5. Local educational agencies (through the Secretary of the Interior) to meet the special educational needs of Indian children.

Oregon Department of Education specialists of Chapter 1, as required by federal law, monitor on-site, one-third of all Oregon school districts annually. The single audit process requires districts to provide the Department with an independent audit of the fiscal status on the implementation of Chapter 1 services. The specialists provide to each district technical assistance in order to assure compliance with federal law.

Parent Involvement

The six major parent involvement projects of the Oregon Chapter 1 program include:

1. Improving school-to-home communications.
2. Assisting families to support positive relationships through parenting and child-rearing.
3. Improve the recruitment, training, and involvement of parents and volunteers.
4. Involve parents in learning activities at home.
5. Invite and cross-train staff and parents of all children.
6. Improve team participation and leadership of parents.

The focus is always on the "child." The parent and child are actively involved in home-learning activities. Staff and parent training is provided at regional and state conferences. The State Parent Advisory Panel has published a revised handbook, "Parent Involvement - The Critical Link."

Neglected or Delinquent

The Chapter 1 program supplements the educational programs of group residential homes within local school districts as well as state agencies; i.e., Children's Services, Corrections, and the Christie Schools (Department of Education, Special Student Services). Over 1.1 million will be allocated to 81 residential and state agency homes. The number of group homes has increased from 67 to 81 for the 1990-91 school year.

Chapter 1-Migrant

The Chapter 1-Migrant program provides inservice to local school districts and monitors the migrant education program statewide. Supplemental and federal funds support this program without matching funds from the state. The major goal of this program set up by the Department of Education is to provide education in basic skills which include parental involvement.

Civil Rights

The Civil Rights program of compensatory education provides workshops, training and individual assistance to school districts on a preventive basis. For the past fifteen years, sex equity staff at the Department have provided leadership and assistance for school districts in Oregon in order to achieve equity for all students enrolled. Since 1985, there has been special effort to ensure that the adoption of Oregon's Action Plan for Excellence has been implemented with sufficient protection for equal opportunity for national origin minority students and female students.

Information is gathered on the number of limited and non-English proficient students enrolled in schools in the state. This information is published annually and the school districts are given assistance in developing appropriate instructional methods to ensure that those students have equal access to education.

The Department also provides increased opportunity to ensure that minority students are not inappropriately placed in special education programs in the school districts.

Specialists in this section train educators in multicultural education, equity education, interpretation of federal and state equal opportunity laws. They act as resource points for educators and also broker assistance to school districts with specific needs.

Limited English Proficient Students

Many district are experiencing influxes of language minority students who have not yet developed proficiency in speaking and understanding English. These students sometimes have gaps in their schooling. Most

are experiencing poverty as well as cultural upheaval.

In addition to ESL instruction, there are strategies classroom teachers can use to help them access the district curriculum. The Department provides training and technical assistance on English acquisition, cultural issues, effective instructional strategies, helping students transition from social language skills to academic language, parent-school communication and available resources.

Indian Education

The Indian Education Program in Oregon attempts to meet the special education and culturally related needs of Indian students in the state. It is clear that school districts within the state which have collected Indian student dropout and achievement information are confirming Indian students are dropping out in greater numbers and are not achieving while in school. Teachers do not realize that there is a cultural difference and that there should be special programs to teach Indians what they need to succeed in society and to build self-esteem. Some educators also suggest that Indian children do poorly because of the frequent use of culturally biased tests, and absence of bilingual and bicultural programs, lack of Indian success role models, low expectations afforded Indian children by insensitive teachers, and an inability of many Indian advisory boards to influence the education process.

Homeless

Chapter 1 has been tasked with responsibility for the education of homeless children. Federal legislation (McKinney Act) mandates a statewide survey to ascertain the location and number of homeless children. The survey must also determine the enrollment policies of Oregon school districts, as they apply to homeless students. Based on this data, a state plan must be developed to identify the educational barriers and how the barriers may be eliminated.

Chapter 1 Program

Purpose of the Program

The 89th Congress passed Public Law 89-10 on April 11, 1965. That law passed in recognition of children of low-income families who have special education needs that affect the ability of local educational agencies to support adequate education programs. Oregon school districts have been using these funds to supplement their basic skills instructional activities since 1965.

Congress recently revised the law for the first time since 1981. This law took effect in the local school districts on July 1, 1989.

Parental involvement in the child's educational program was significantly strengthened in the new law.

While most of the funding currently serves children in the third through sixth grades, the new law encouraged school districts to look at the needs of kindergarten and first graders, as well as the needs of high school students.

It is estimated that nationally the availability of funds limits the service to about one-half of the eligible children.

Information on Students

The Oregon Chapter 1 program will receive over $38 million to expend during the 1988-89 school year. This money will serve at least 41,000 children and about 6,000 of those children will leave the program during the year having reached grade level in their reading and mathematics skills.

Children living in small school districts in Oregon have better access to the program. Those living in school districts of medium and large size have limited access, because the program is designed to serve neighborhood schools where there are high concentrations of children from low income families. More than half of the school children in Portland have access to the program. Approximately one out of every ten children attending Oregon public schools is served at some time during the school year by the Chapter 1 program. More students are served in the second grade than any other grade level. More students are helped with reading than mathematics and about 10% of them receive help in both reading and mathematics.

Organization and Administration

The Oregon Department of Education employs three full-time staff (one administrative assistant and two education specialists) to administer these funds, assist the local districts in the design of the programs, and monitor local district compliance with federal laws, regulations and guidelines.

Table 59 - A Historical Perspective on Chapter 1 Funding in Oregon

Fiscal Year	Disadvantaged Allocation	State Administration
1978-79	21,742,838	283,342
1979-80	24,059,776	487,521
1980-81	23,315,812	489,362
1981-82	21,172,753	331,271
1982-83	21,569,718	297,222
1983-84	23,744,529	336,154
1984-85	27,227,799	357,956
1985-86	28,879,782	372,527
1986-87	26,950,191	346,503
1987-88	29,395,753	368,715
1988-89	32,177,770	373,523
1989-90	32,408,114	375,435
1990-91	38,312,811	475,471

Policy and Program Issues

It is estimated that Chapter 1 serves only one-half of the eligible children in the United States. However, it is also estimated that Oregon probably has fewer unserved

because these children have relatively high levels of achievement.

While the students are doing very well in learning word attack skills in reading and computation of mathematics, the reading comprehension and mathematics problem-solving skills are not keeping pace. There are many unmet needs for the program at the kindergarten and first grade levels, as well as grades 11 and 12.

Chart XX - Percent of the Child Population by Race Served by Chapter 1

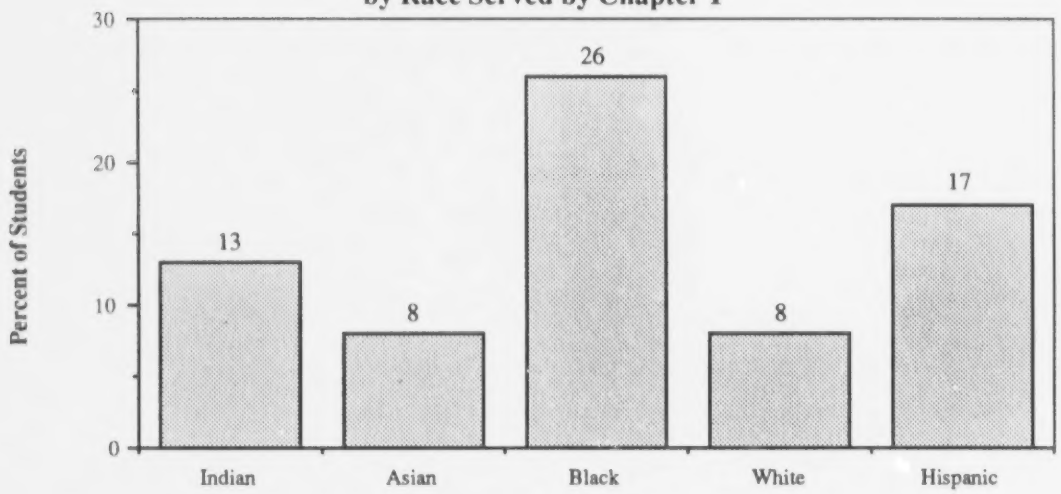


Chart XXI - Children Served by Program Area

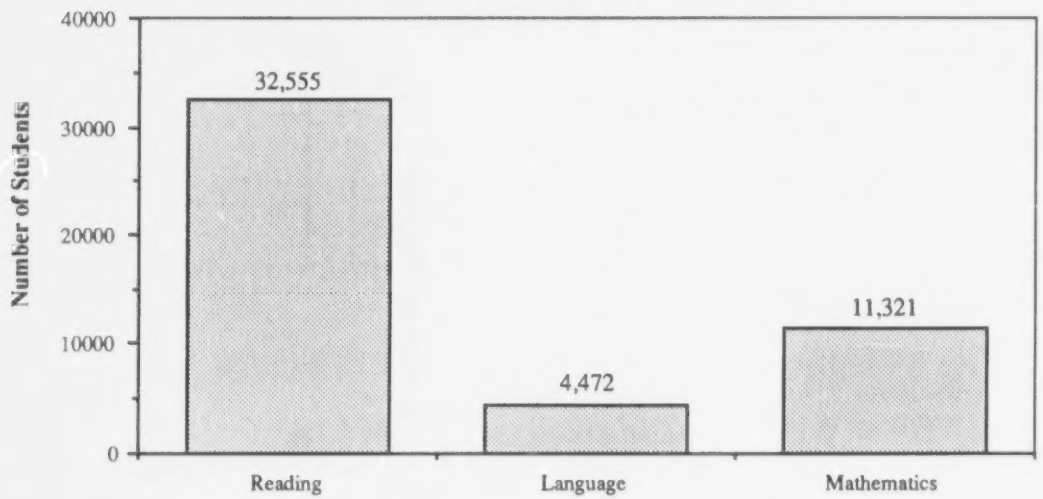
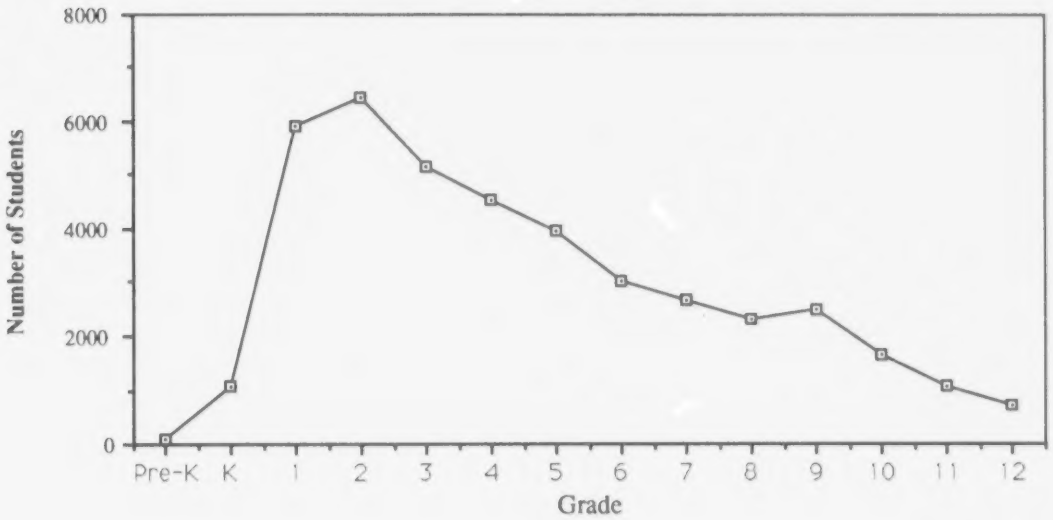


Chart XXII - Participation by Grade Level



Indian Education

Purpose of the Program

Many Congressional acts served as significant benchmarks to denote the federal responsibility for Indian education. The Snyder Act of 1921 still serves as the basic legislative instrument for a major portion of funds. The Johnson O'Malley Act and the Indian Reorganization Act of 1934 provided significant authorization for improved education. The Indian Education Act of 1972, Title V (Public Law 92-318, as amended), remains one of the most important legislative acts to meet the unique educational and cultural needs of American Indians and Alaska Natives.

Title V provides supplemental services unavailable elsewhere to meet the special educational needs of the Indian students in our state. Many of these programs offer tutorial support services, counseling, social service support, and cultural presentations and activities for Indian students who often are quite isolated in large public school settings.

The Indian Education Program in Oregon attempts to meet the special education and culturally related needs of Indian students in the state. During the last 16 years, the federal government has substantially expanded its fiscal involvement and the programmatic options available to meet the unique needs of American Indian learners. New legislation and changes in the rules and regulations of past programs have caused a significant reorganization and restructuring of the federal bureaucracy and major shifts in the interaction of tribal, state, and federal governments in the development, funding, management, and operation of education services and programs for American Indians.

In many states with large Indian populations, the last decade has witnessed an emerging interest on the part of the state government for Indian education. It has become a distinct concern inclusive within the state's broad definition of its general responsibility to meet the education needs of all citizens, including American Indians.

Information on Students

Culturally, American Indians, Eskimos, and Aleuts who live within the United States represent 481 identifiable tribal groups exhibiting vast differences linguistically and culturally, both within and between groups. Legally, they represent over 280 organized political entities having rights and powers of self-government with distinct jurisdictional boundaries, limiting the exercise of many aspects of state jurisdiction over resident American Indians. Geographically, 50-60% of all American Indians live outside reservations. Approximately 30% of all American Indians reside within large urban centers. Although there is considerable variability in social economic characteristics among Indian individuals and between urban, rural, and reservation communities, the overall picture is one of widespread poverty.

Despite the efforts and approaches of the past 16 years and many examples of success, American Indians (nationally) generally continue to lag behind non-Indians in educational attainment, with slightly more than 33% having only an elementary education or less. Only 3.5% of all Indian men and 2.5% of Indian women have four years or more of college, and for reservation Indians the figures are even lower. Nearly one-half of all reservation Indians have only an elementary education or less and only one-fourth have managed to attain a high school diploma. As they advance through the education process, Indian students tend to fall farther behind non-Indian students in achievement. Recent statistics indicate that the drop-out rate remains high for both reservation and non-reservation Indian students. Proportionately fewer Indian high school students graduate than do non-Indian students.

There are 8,079 American Indian students enrolled in the public schools of Oregon and 60 school districts in the state are eligible for receiving Title V funds. To date, only 22 of the 60 districts have taken advantage of available funds ($879,670) serving 5,506 students.

The $159.77 per pupil entitlement for Title V eligible students is often the only additional money for which school districts can apply. However, some school districts further support the district Indian Education Program with district funds.

Table 60 - Oregon Public School Racial-Ethnic Summary, By County October 1, 1989

ESD/ County	American Indian	Total	Per-cent	ESD/ County	American Indian	Total	Per-cent
Baker	17	2,904	.6	Lake	43	1,496	2.9
Benton	48	9,858	.5	Lane	694	48,149	1.4
Clackamas	386	49,027	.8	Lincoln	296	6,744	4.4
Clatsop	39	5,242	.7	Linn	175	17,688	1.0
Columbia	100	8,662	1.2	Malheur	21	6,020	.3
Coos	787	11,393	6.6	Marion	268	43,177	.6
Crook	42	2,831	1.5	Morrow	2	1,864	.1
Curry	125	3,182	3.9	Multnomah	1,336	86,788	1.5
Deschutes	69	14,263	.5	Polk	51	5,813	.9
Douglas	294	18,364	1.6	Sherman	2	398	.5
Gilliam	2	373	.5	Tillamook	65	3,627	1.8
Grant	12	1,655	.7	Umatilla	404	12,278	3.3
Harney	64	1,513	4.2	Union	30	5,016	.6
Hood River	18	3,316	.5	Wallowa	3	1,420	.2
Jackson	340	26,246	1.3	Wasco	74	4,175	1.8
Jefferson	904	2,948	30.7	Washington	172	54,364	.3
Josephine	162	10,292	1.6	Wheeler	1	232	.4
Klamath	574	11,500	5.0	Yamhill	175	13,099	1.3
				Total	**7,795**	**495,922**	**1.6**
				Percent of Total	**1.62**	**100.00**	

Table 61 - Portland Public Schools High School GPA by Ethnic Group & Grade Level 1986-87

Ethnic Group	Grade Level 9	10	11	12	All
American Indian	1.78	1.87	2.20	2.45	1.99
White	2.39	2.48	2.57	2.75	2.46
Black	1.83	1.88	2.09	2.27	1.98
Asian	2.96	3.00	2.09	2.27	2.83
Hispanic	2.25	2.21	2.29	2.30	2.01
Mean	2.31	2.34	2.44	2.62	2.42

Graphic Presentation of the Percent of
Portland Public Schools Elementary Students
Above National Test Publishers Norms

Chart XXIII - Math Percentages

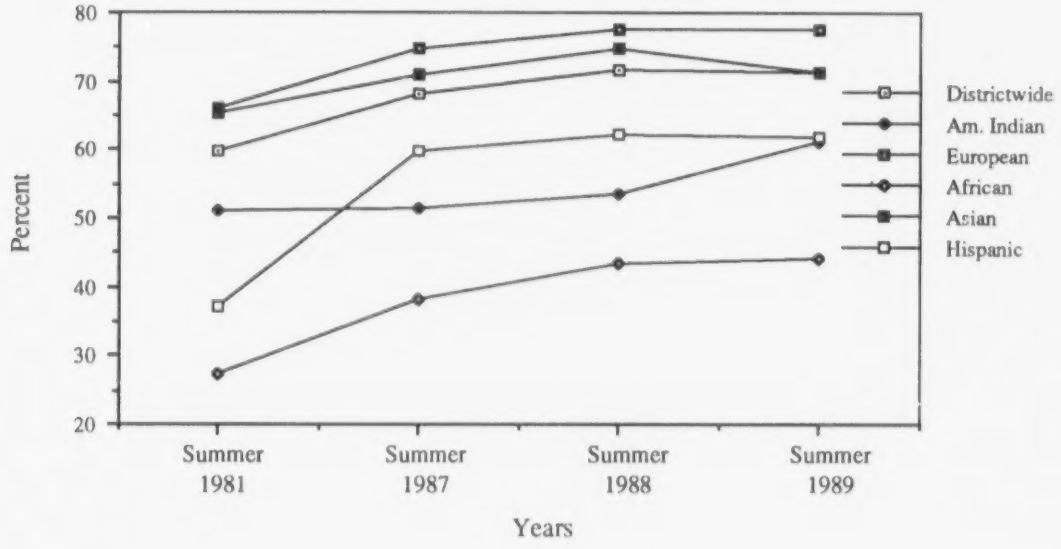


Chart XXIV - Reading Percentages

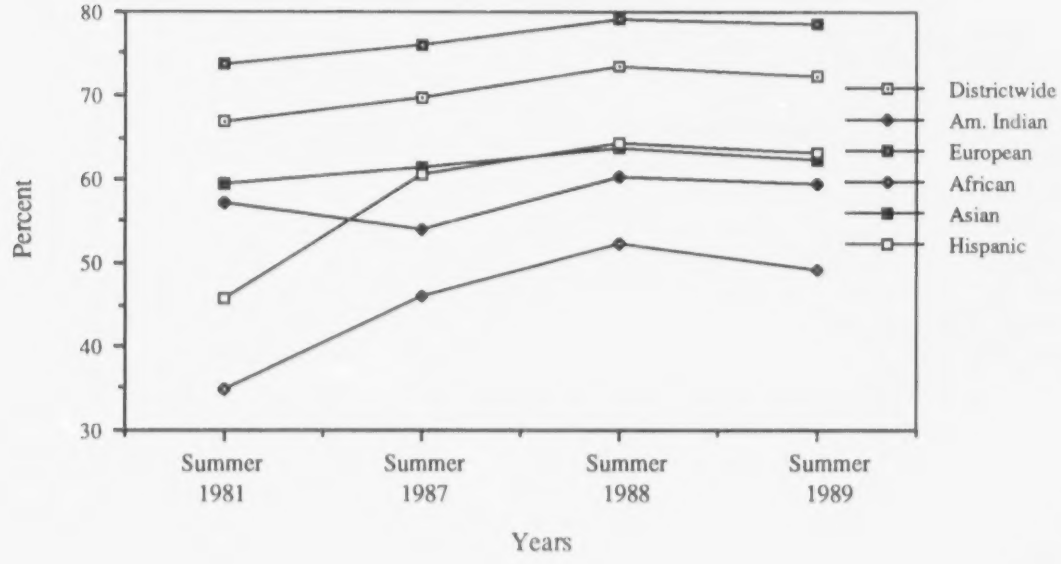


Table 62 - Portland Public Schools
High School Dropout Rates by Ethnic Group
1977-78 to 1986-87

Year	District %	American Indian %	White %	Black %	Asian %	Hispanic %
1977-78	8.5	15.2	8.2	10.3	2.4	14.2
1978-79	9.6	21.5	9.1	10.8	6.7	16.7
1979-80	9.1	15.7	8.8	12.4	4.1	14.0
1980-81	9.0	15.8	9.0	12.1	3.2	11.1
1981-82	7.1	14.3	7.0	9.2	4.1	9.6
1982-83	6.9	12.8	7.0	7.7	3.9	9.3
1983-84	7.5	14.7	7.8	8.1	2.8	10.0
1984-85	7.2	14.5	7.3	7.1	5.0	10.4
1985-86	7.3	13.0	7.7	6.0	5.1	6.9
1986-87	7.2	15.5	7.2	7.3	5.6	9.3
1987-88	8.2	12.5	8.3	8.3	5.8	11.8
1988-89	8.0	15.7	8.1	7.9	5.0	14.5
1989-90	7.9	17.5	8.0	7.0	5.8	13.0

Future Needs

If the current situation for Indian students is to be improved, greater amounts of state dollars need to be allocated for improving the basic school program offerings to meet the special educational needs of Indian students. Teacher inservice to provide teachers with instructional strategies to meet those needs should become a priority. Curriculum should reflect the cultural contributions of Indian people in this state. Indian students are opting out of a system which has attempted to change rather than enhance the rich cultural background they bring to school.

Programs for Limited English Proficient (LEP) Students

Introduction

What will the Class of 2001 be like?

> *The great immigration wave of the last fifteen years seems charted on a collision course with the school reform movement of the 1980s. On the one hand, the large numbers of young immigrants entering the public schools are producing a student population more diverse than at any time in U.S. history. On the other hand, many recent state and local school reforms have resulted in increasingly standardized school structures, curricula, and teaching and assessment strategies.*[1]

Almost a third (32%) of the nation's newest immigrants (documented, undocumented, refugees — the 3 distinct groups) are under age 18. Documented and undocumented children represent about 6% of precollegiate students, a percentage expected to keep growing.[2]

Some 3.5 to 5.5 million students in the nation's public schools need special help because their ability to understand, speak, read and write English denies them the chance to learn in classrooms where instruction is only in English. These numbers are expected to increase 35% by the year 2000.[3]

As immigrant students settle in more of Oregon's small towns and communities, Oregon classroom teachers struggle with a range of English proficiency levels as well as a range of academic levels (years of schooling in the native country). Success for LEP students depends on classroom teachers using strategies and approaches that have been proven effective with students who are learning English, as well as a district plan which considers both English and academic development.

Purpose of the Program

> *"When I used to try to speak, everyone made fun of me so I never wanted to talk again. I couldn't understand what the teacher was saying. On one test at school, I didn't write a single word because I didn't understand. That was the last day I went to school."*
>
> A Mexican girl who immigrated when she was in the tenth grade and dropped out at age 16.[4]

Immigrant students with limited or no use of English are guaranteed the right to access to a comprehensible education (that is, an education in a language they can understand) by Amendment XIV to the Constitution of the United States, Title VI of the Civil Rights Act of 1964 (Public Law 88-352), the Lau v. Nichols decision of the Supreme Court of the United States (1974), Title II of the Equal Educational Opportunities Act of 1974 (Public Law 93-380), federal case law (district and circuit courts) and, in Oregon, at least 12 Oregon Revised Statutes and 13 Oregon Administrative Rules.

Information on Students

Reflections from racial/ethnic data at least superficially describe the challenge for educators in Oregon. However fragile because they include unknown numbers of students who may not be linguistically diverse at all, the data show patterns of change. Since the school year 1970-71, while majority racial/ethnic enrollments in Oregon's public schools have fallen 8%, minority enrollments have risen 111%. In 1970-71, of every 100 students in public schools, fewer than 5 were minorities. By 1989-90, nearly 10 out of every 100 were minorities (see graph).

General population characteristics for persons by race predictably parallel the school figures. In 1970, only 2.8% of Oregon's population was nonwhite. By 1980, that had nearly doubled to 5.4%. Census data beyond

[1] National Coalition of Advocates for Students, New Voices: Immigrant Students in U.S. Public Schools (Boston, 1988), p 44.
[2] New Voices, pp 6 and 11.
[3] New Voices, p 43.
[4] Council of Chief State School Officers Center on Educational Equity, School Success for Limited English Proficient Students: The Challenge and State Response (Washington D.C., 1990) (p. 9).

1980 will not be available until probably 1992 or 1993, but only the exact numbers remain in question, not the increase.

That inevitable increase will include more and more students who bring with them linguistically and culturally different backgrounds (often shaped by violence, war, poverty . . .). During the 1989-90 school year, school districts reported nearly 7,600 students who received locally determined special instruction because they could understand, speak, read and write too little English to succeed in the classroom, a conservative figure, for it represents only students actually receiving help at the moment of the survey. Those students spoke some 50-60 different languages, were in 30 of 36 counties (82%), in 123 of 300 districts (41%), and amounted to nearly 2.2% of ADM (average daily membership) in those districts (1.6% of all ADM).

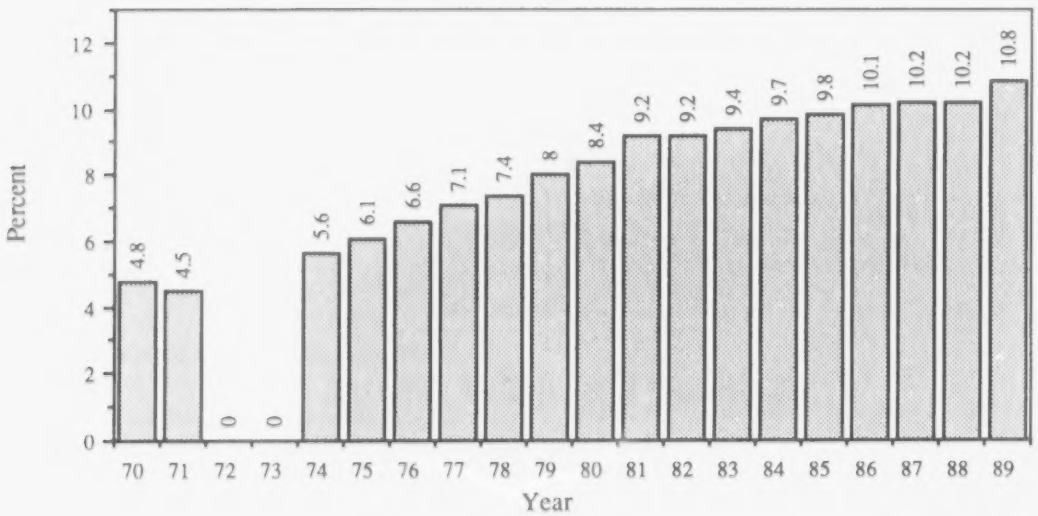
Budget Information

Most local districts who have LEP students turn to federal funds administered through the Oregon Department of Education to help provide LEPS their access or to provide technical assistance to teachers and districts: ECIA Chapter 2 ("Block Grants"), Title VII (Bilingual Education). The Department also provides desegregation assistance (national origin) through Civil Rights Title IV funds.

Policy and Program Issues

New immigration waves in Oregon, as across the nation, will likely continue on a collision course with school reforms of the 1980s. As in other states, the challenge for local schools will be to find ways to hold to standardized reforms while at the same time adapting to the needs of increasingly diverse students. Since moving from playground English to classroom English commonly takes from 5 to 7 years, the formidable question remains: How can schools provide immigrants access to a comprehensible education while not forsaking the reforms?

Chart XXV - Minority Enrollments 1970-89



No surveys in 72 & 73
Source: Oregon Department of Education

Migrant Education

Introduction

Migrant education is a supplemental educational program, fully funded from federal sources with no state or local matching monies required. The federal appropriation for Oregon during the 1990-91 school year and 1991 summer was $8,348,055.

Purpose of Program

The major goals of the Oregon migrant education program include:

1. Provide a wide range of services including specifically designed curricular programs in the academic disciplines, success-oriented academic programs, career options and counseling activities, communication skills programs and support services that foster physical and mental well-being.

2. Incorporate parent involvement, staff development, a recruitment component, preschool and kindergarten programs, evaluation and assurances to maintain sequence and continuity.

3. Develop program through interagency coordination at the federal, state and local levels.

Information on Students

Migrant laborers live and work in all 50 states, Washington, D.C. and Puerto Rico. The children of these workers face a myriad of academic, health and social problems due to the mobile lifestyle of this labor force. The educational development of these children continues to be a major concern. English is often a second language. The drop-out rate is high and in many cases, the migrant student is also a migrant worker.

In the Education Amendments of 1966, Congress recognized migrant children as a disadvantaged group whose severe educational needs were caused in part by their families' high mobility and unique lifestyles, and enacted legislation to address some of their problems. Public Law 89-750 (amending Title I, ESEA) made these "children of migratory agricultural workers" eligible for certain Title I services. It authorized payments to single or combined state education agencies, to use directly or to allocate to local education agencies, for programs and projects to meet the special education needs of migrant children. It also provided that grant monies were to be used for interstate coordination of migrant education programs and projects, including the transmittal of pertinent information from children's school records.

Chart XXVI - Instructional Area Summer Term

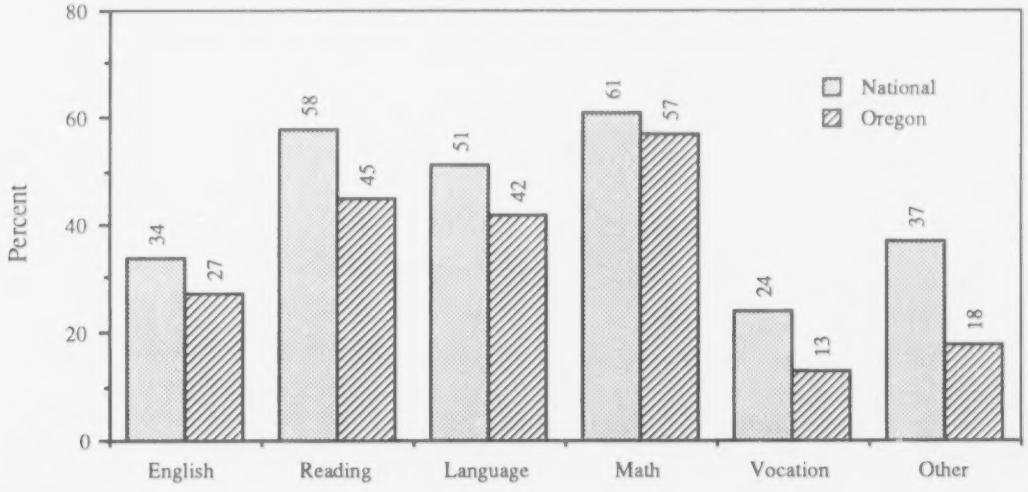


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Chart XXVII - Staffing Pattern, Regular Term

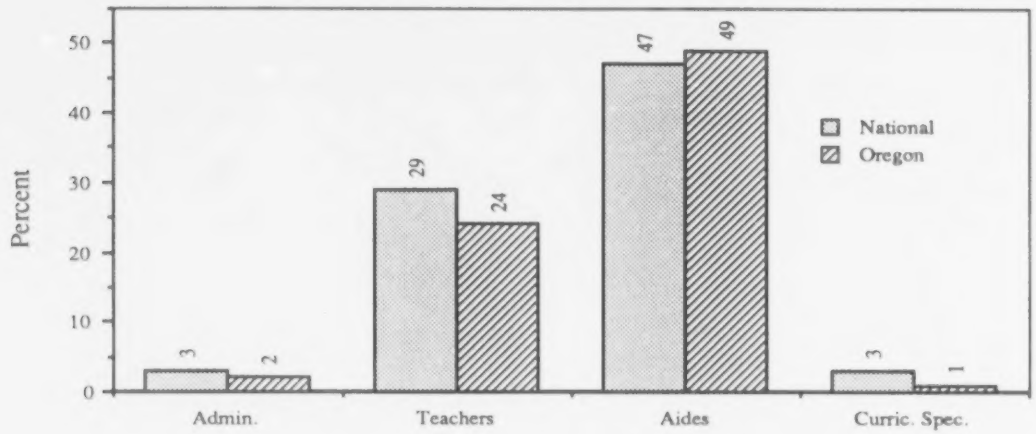


Chart XXVIII - Migrant Category

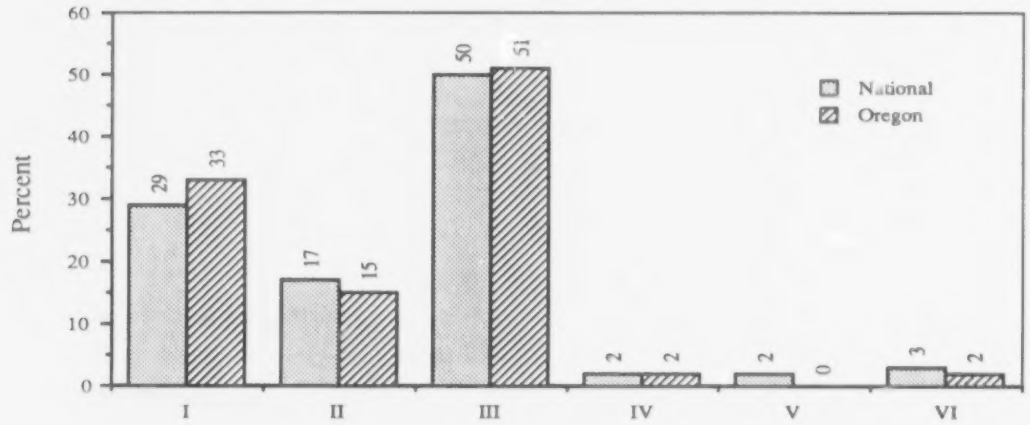


Chart XXIX - Ethnicity

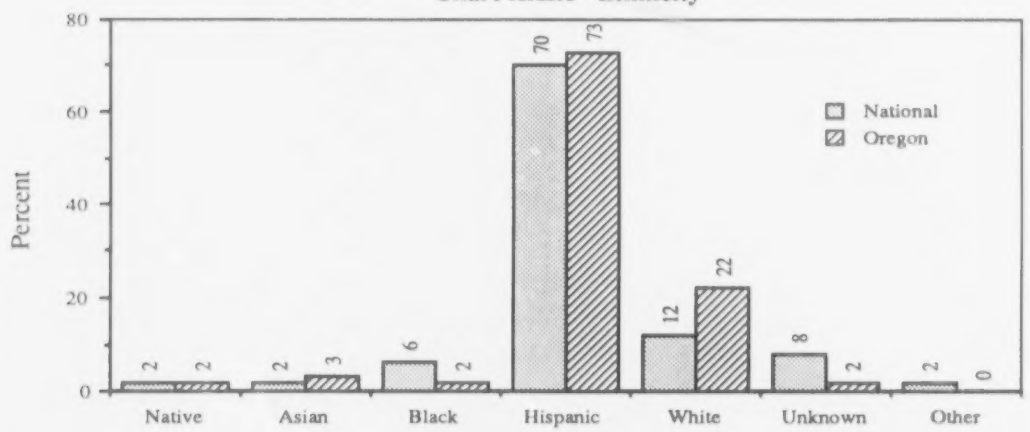
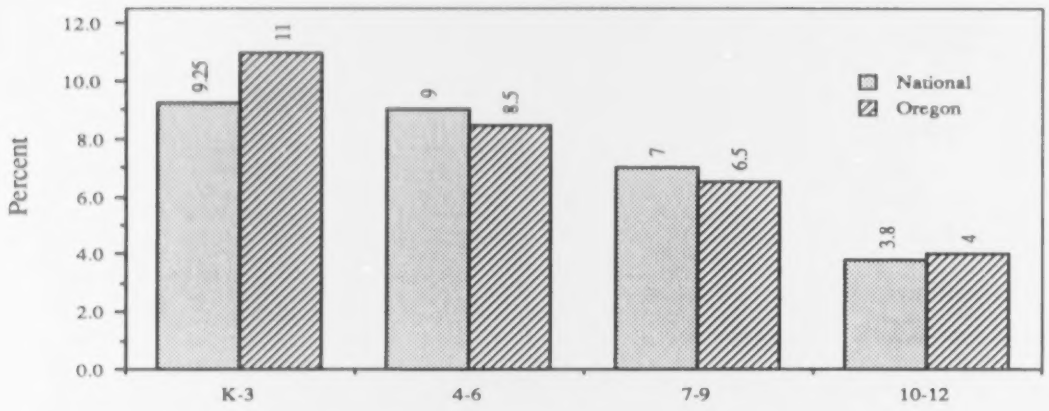


Chart XXX - Grade – Regular Term



Organization and Administration

The Migrant Education Section employs three staff. They are one coordinator, .25 FTE specialist and one administrative assistant. The staff administers a statewide federally-funded educational program for migrant students ages 3 through 21.

Budget Information

Program funds are budgeted to provide services for the operating agencies. This includes monies for the following purposes:

Identification and Recruitment $775,033

Budgeted monies used in this area will be utilized for staff to identify and recruit migrant children in the state. Under the supervision of the state coordinator, the MESC will provide training and technical assistance to insure proper procedures and regulations are followed in this process.

Instructional Services $4,063,085

These monies are for educational services provided by teaching staff to migrant children. The educational activities follow identified program needs and occur throughout the year. Included are staff development needs and instructional materials.

Support Services $2,418,268

Support services are defined in the following categories: health, guidance and counseling, nutrition and other. These services include home visits, meals, transportation, medical/dental, clothing, student fees, translation, and advocacy. In addition, all eligible children are provided with a 24-hour accident insurance program.

Health	$196,633
Guidance and Counseling	803,725
Nutrition	15,372
Other	968,052

Administration $931,351

This area includes the development and implementation of program services which includes the monitoring of LEA projects and staff.

Policy and Program Issues

Educational evidence points to the need for prudent spending of educational dollars in early childhood years. Also of great concern is the need for developing programs for the "drop-out" and "at-risk" student. However, drop-out prevention is not exclusively a high school matter. Whether or not a child will drop out is probably determined, or at least strongly influenced, long before reaching high school.

Chart XXXI - Federal Disadvantaged Funds for Oregon Local School Districts 1978-91

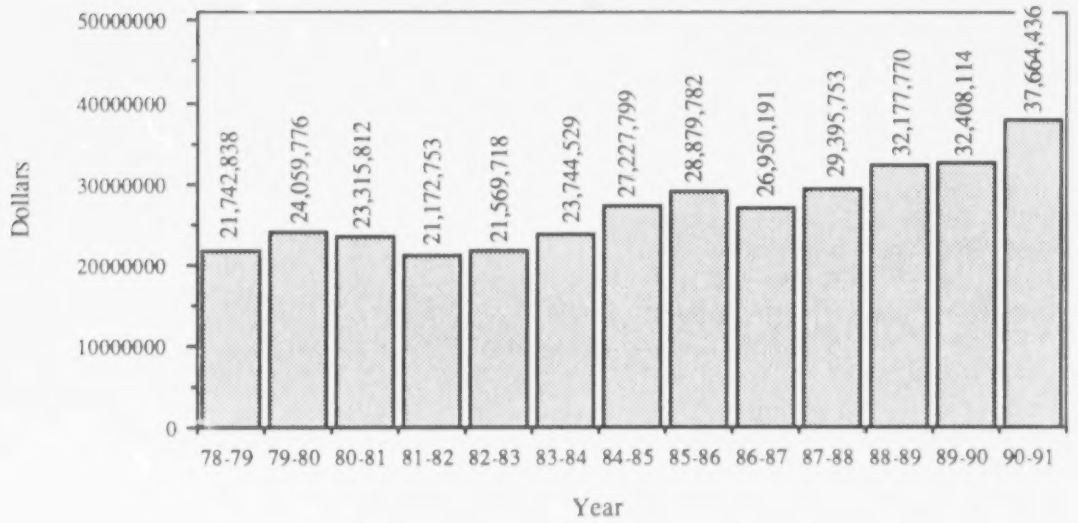
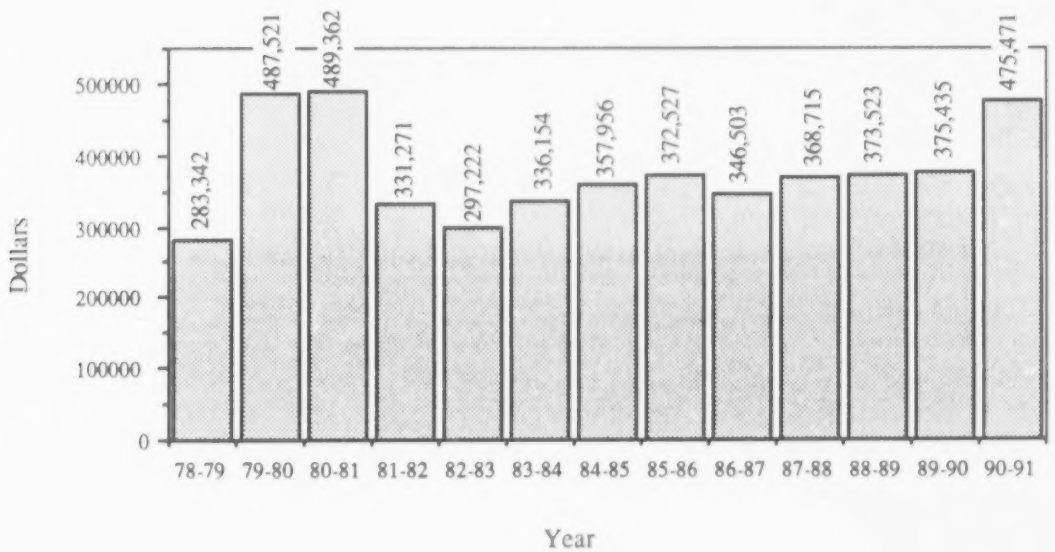


Chart XXXII - Federal Disadvantaged Funds for State Administration



State Disadvantaged Child Project

Portland Public Schools

Introduction

The regular session of the 54th Oregon Legislative Assembly passed Senate Bill 380 in 1967 and appropriated $1,212,500 for the biennial period to provide "special education for the primary purpose of preventing or overcoming learning deficiencies." This money was to be used exclusively by the Portland Public Schools. That program has been funded by each subsequent Legislative Assembly. These funds are to be used for "equipment, materials, supplies and services . . ." which may include construction (**ORS 343.650**). This bill was approved June 20, 1967, and is now funded at $2 million for the biennium.

Purpose of the Program

The State Disadvantaged Child Project was originally established to give Portland's disadvantaged students a better chance to grow socially and educationally. It was recognized that high concentrations of low-income children lived in the Portland area, and today this program serves 7,000 students in grades pre-K through 12.

Information on Students

Portland historically has a disproportionately high percentage of disadvantaged children. Based on 1987-88 data, the district's total enrollment represents some 12% of the state enrollment, while Portland's disadvantaged students represent a significantly higher number. Specifically, Portland has 17.5% of the state's Chapter 1 low-income disadvantaged students including 23.1% of those in foster homes and 17.2% of the state's free and reduced lunch students. In addition, Portland also has a significant number of other high cost students including 31.2% enrolled in ESL classes and over 5,581 students with disabilities who are mentally retarded, speech and language impaired, serious emotional disturbed and learning disabled.

Budget Information

The Portland School District adds $500,000 to the program, thus providing a total of $1,500,000 for this project each year. Eighty-five percent of the funds is provided to eight elementary schools, three middle schools, and one high school, while the balance is used for Early Childhood Education, Alternative Schools and Support Services.

Policy and Program Issues

Many states currently fund a statewide disadvantaged child program. Oregon could determine its need for a similar program through a statewide assessment that could collect data on indicators such as the number of disadvantaged students, subject areas, grade levels, level of deprivation and number of eligible districts. An analysis of the information would provide definitive information on the extent of the statewide problem.

Portland Public Schools do need support and special assistance as based on the aforementioned statistics. These students are proven to have benefitted from the funds.

Title IV Civil Rights

Race Desegregation, Sex Equity, & National Origin

Purpose of the Program

It is the policy of the State Board of Education and a priority of the Oregon Department of Education to ensure equal opportunity in all educational programs and activities. The Department provides assistance as needed throughout the state's educational system concerning issues of equal opportunity.

The following federal laws are the source for coordinating the Department's efforts:

1. Amendment XIV, United States Constitution, 1868 states, "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

2. Title IV (formerly Title VI) of the Civil Rights Act of 1964 (PL 88-352) prohibits discrimination on the basis of race, color or national origin against students and others in educational systems and/or institutions receiving federal assistance.

3. Title IX of the Education Amendments of 1972 (PL 95-561) prohibits discrimination on the basis of sex against students and others in educational systems and/or institutions receiving federal assistance.

The civil rights programs focus on spreading information about effective practices addressing all equity issues, as well as providing funds for training activities when needed.

Information on Students

There is a continuing need for race/ethnic desegregation assistance evidenced by the cumulative record for student enrollment data written previously. While a 10.08% minority student enrollment figure may seem relatively small, its importance emerges when related to the percentage of minority persons in the total population of the state — 5.6%, and in the rate of increase over time. With passage of the new Immigration Act, Oregon also projects a significant increase of minority population during the next two years.

The continuing need for national origin desegregation assistance is evidenced by the increased numbers of students for whom English is a second language, including the estimated 7,000 students from 45 different language families who are limited or non-English proficient. Local districts have difficulties in providing sufficient funds for programs to meet the needs of these students.

Sex desegregation assistance is needed to ensure compliance with Title IX and to address the lack of equity in math, science and computer skills that is evident based on fall enrollment surveys.

Table 63 - Cumulative Record of Oregon Public Schools Racial-Ethnic Enrollment, 1970-71 to Present

School Year	Anglo/ White	Black	His- panic	Indo- Chinese	Other Asian	Ameri- can Indian	Russian	Total	% Minority
1970-71	442,950	8,003	6,682	*	3,266	3,627	518	464,950	4.76
1971-72	448,020	7,997	6,573	*	2,778	3,563	518	469,449	4.47
1972-73	no surveys taken								
1973-74	no surveys taken								
1974-75	448,446	8,864	7,979	*	5,665	4,602	503	474,979	5.6
1975-76	445,333	9,091	8,342	*	5,586	5,081	575	474,008	6.1
1976-77	443,447	9,466	8,832	1,478	4,090	6,705	689	474,707	6.6
1977-78	439,596	9,611	9,442	1,883	4,377	7,356	712	472,977	7.1
1978-79	436,909	9,693	9,884	2,364	4,489	7,200	835	471,374	7.4
1979-80	430,256	10,020	10,748	3,882	4,050	7,311	861	467,128	8.0
1980-81	425,810	9,389	11,022	*9,901	7,584		893	464,599	8.4
1981-82	415,486	9,914	11,382	7,346	4,184	7,390	863	457,165	9.2
1982-83	406,441	10,047	11,675	7,993	3,689	7,385	954	448,184	9.2
1983-84	405,104	9,872	12,171	5,360	6,116	7,528	958	447,109	9.4
1984-85	403,764	10,047	12,783	6,358	5,465	7,512	955	446,884	9.65
1985-86	403,629	10,190	13,424	6,391	5,468	7,484	941	447,527	9.81
1986-87	404,011	10,603	14,161	6,524	5,557	7,469	982	449,307	10.08
1987-88	414,495	11,107	16,516	5,869	6,351	7,414	N/A	461,752	10.23
1988-89	421,240	11,238	18,742		*13,095	8,079	N/A	472,394	10.23

*Department did not differentiate between Southeast Asian/Indo-Chinese and "Other Asian/Pacific Islander" this year.
Source: Annual Fall Report, Oregon Department of Education

Table 64 - Oregon Public School Racial-Ethnic Summary, By Grade October 1, 1989

Grade	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Total
PK	842	306	35	52	19	1,254
KG	31,863	794	1,699	860	499	35,715
1	35,883	924	2,019	1,070	596	40,492
2	34,756	946	1,776	1,070	653	39,201
3	33,554	909	1,677	991	586	37,717
4	32,926	902	1,577	1,036	665	37,106
5	33,488	876	1,556	980	681	37,581
6	32,709	938	1,509	931	734	36,821
7	33,039	771	1,340	847	697	36,694
8	31,662	708	1,282	932	669	35,253
Ue*	1,835	245	75	39	47	2,241
9	32,070	830	1,211	1,006	612	36,729
10	30,339	762	1,130	1,085	606	33,922
11	27,996	667	942	1,076	489	31,170
12	27,392	575	889	1,089	492	30,437
Us*	886	85	25	31	34	1,061
Total	**421,240**	**11,238**	**18,742**	**13,095**	**8,079**	**472,394**
Percent	**89.17**	**2.38**	**3.97**	**2.77**	**1.71**	**100.00**

*Unclassified elementary/secondary

Table 65 - Oregon Public School Racial-Ethnic Summary, By County
October 1, 1989

County	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Total
Baker	2,641	2	53	12	17	2,725
Benton	8,981	74	134	268	48	9,505
Clackamas	44,577	298	1,019	1,088	388	47,370
Clatsop	4,727	9	104	97	39	4,976
Columbia	7,986	24	120	124	100	8,354
Coos	9,585	44	196	165	787	10,777
Crook	2,531	6	107	14	42	2,700
Curry	2,624	15	70	22	12	2,856
Deschutes	12,962	36	187	109	69	13,363
Douglas	16,512	54	432	204	294	17,496
Gilliam	336	0	5	5	2	348
Grant	1,534	4	16	6	24	1,584
Harney	1,339	0	35	17	64	1,455
Hood River	2,448	12	592	45	18	3,115
Jackson	23,045	91	939	270	340	24,685
Jefferson	1,524	3	291	7	904	2,729
Josephine	8,984	42	284	99	230	9,639
Klamath	9,324	99	552	69	675	10,719
Lake	1,304	2	45	10	43	1,404
Lane	42,574	589	997	924	694	45,778
Lincoln	5,870	45	99	84	296	6,394
Linn	16,098	70	391	263	175	16,997
Malheur	3,964	17	1,381	114	21	5,497
Marion	35,678	337	3,394	779	369	40,557
Morrow	1,449	5	218	9	2	1,683
Multnomah	66,967	8,683	1,958	5,103	1,336	84,047
Polk	4,908	39	477	77	51	5,552
Sherman	351	0	3	8	2	364
Tillamook	3,281	11	55	51	65	3,463
Umatilla	9,674	51	1,247	162	404	11,538
Union	4,700	25	50	52	30	4,857
Wallowa	1,334	0	8	12	3	1,357
Wasco	3,540	16	220	69	74	3,919
Washington	46,423	475	2,258	2,572	172	51,900
Wheeler	231	0	3	0	1	235
Yamhill	11,234	60	802	185	175	12,456
Total	**421,240**	**11,238**	**18,742**	**13,095**	**8,079**	**472,394**
Percent of Total	**89.17**	**2.38**	**3.97**	**2.77**	**1.71**	**100.00**

Organization and Administration

The ODE Title IV Civil Rights Program (all federal funds) is assigned to three specialists as additional duties. The program coordinates training and technical assistance with the regional Desegregation Assistance Center (Interface Inc.), as well as the regional Office of Civil Rights. The Department does not go into a district unless requested, but responds immediately to requests with information specifically related to the laws relating to civil rights, as well as information about complaint procedures.

All LEAs are monitored once in each five-year period, unless there are issues that must be addressed more frequently. Compliance with state and federal laws and regulations related to equity and desegregation issues are an integral part of these site visits. Districts requesting assistance related to racial/ethnic, national origin, or sex desegregation are then referred to the civil rights specialists at the Department.

Budget Information

Total budget for school year 1990-91 is $170,483.

- Section 403 Award to a State Educational Agency, Assistance for Race Desegregation 1990-91: $56,827.
- Section 403 Award to a State Educational Agency, Assistance for National Origin Desegregation 1990-91: $56,827.
- Section 403, Award to a State Educational Agency, Assistance for Sex Equity 1990-91: $56,827.

In addition to salaries for the specialist positions and one secretarial position, much of the budget is used to fund training and technical assistance directly to LEA staff.

Policy and Program Issues

Staff development continues to be the focus for changing attitudes and behaviors related to the following:

Access. Legislation alone cannot establish equal access to schools, courses and activities. Access problems still occur even though virtually all districts have taken measures to come into compliance with nondiscrimination laws. Equal access means more than the provision of equal courses, facilities and programs. It means taking into consideration the different needs of students.

Instruction. Instruction includes but extends beyond materials, interactions and language. Although teachers are required to follow adopted texts in planning their lessons, they have latitude in how the material is presented, what is emphasized, what assignments are given and the supplemental materials used. Lack of awareness of equity concepts could result in promoting a biased perspective.

Materials. Materials reflect bias in their content, pictures and/or language. By using materials-evaluation instruments, reviewers can determine whether minorities, females or males are categorized in a discriminatory manner.

Homeless Education

Homeless Children and Youth

Purpose of the Program

The responsibility for maintaining state compliance with the Stewart B. McKinney Homeless Assistance Act is assigned to Compensatory Education.

In 1989, SB 320 revised existing state law to ensure that homeless children and youth are not denied access to school enrollment, due to a lack of a fixed residence, or lack of permission by a parent or legal guardian. The State School Board has written a strong policy in favor of improving the accessibility and appropriateness of public schools in Oregon to respond to the special needs of homeless and highly mobile families and youth.

Status reports on the extent of homelessness in Oregon are produced each year for the U.S. Department of Education. The results are compiled with those of 52 other states and territories in a report to Congress.

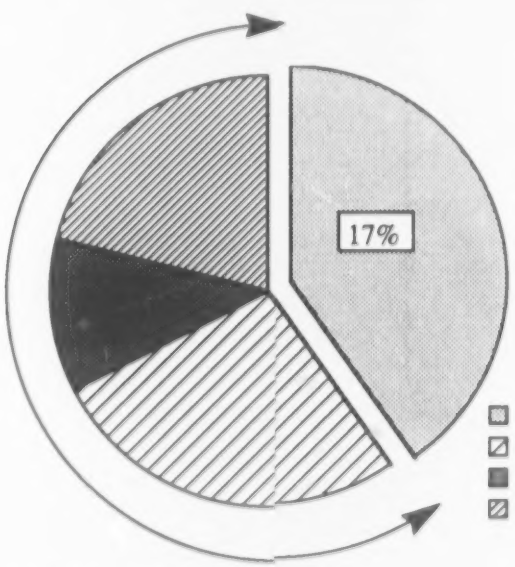
Information on Students

Oregon public schools are responding to the challenges faced by homeless students, and enrollment figures over the last two years have improved by over 30 percent. Unfortunately, the actual number of homeless children and youth in Oregon increased by 17 percent from 1988-89.

Policy and Program Issues

In 1989, the total number of homeless children and youth in Oregon, ages 0-18, was estimated at close to 12,000 for the year. An increase of 10-20 percent is expected over 1990.

Chart XXXIII - Oregon Homeless Children and Youth, 1990



Pre-Kindergarten	4,632
Elementary	3,120
Middle School	1,320
High School	2,392
Total	**11,464**

*Per February 1990 Oregon Shelter Network Study

Section III

Student Services and Early Childhood Education

Student Services

Introduction

The foundations for school and personal success develop very early in life. Prevention, identification and intervention strategies must be developed and must build on family, school, and community resources. Student Services provides technical assistance and support for the following programs.

- Early childhood education programs including comprehensive preschool, parent education and parent involvement programs improve children's ability to experience success.
- Peer counseling/helping programs build positive relationship between peers.
- The development of accurate and comparable data on school dropouts is essential if we are to provide leadership and technical assistance in the development of programs and strategies which will reduce dropouts.
- Increasingly rapid changes in our society require that students be prepared to adapt to multiple life and career transitions. Guidance and career development services focusing on the process of change must be offered in the schools at all levels.
- Due to societal changes, schools must expand health and other services and reach out to families and community agencies to assist children in achieving school success.
- Child development and counseling programs focus on personal growth building self-esteem and coordination of community resources.

Child Development Specialist

Purpose of the Program

The Child Development Specialist (CDS) Program was established by the legislature in 1973 as a preventive approach to meeting the developmental needs of young children in Oregon's schools. The program's primary goal is to help these children develop a positive attitude toward school, their environment and themselves by providing **primary prevention services** throughout the children's environment.

The CDS program is established in *ORS 343.125* through *ORS 343.145* and operationalized in *OAR 581-23-050*.

The specific activities of the child development specialist are:

- Assist children in developing positive attitudes toward themselves, toward others and toward life career goals.
- Provide screening and assessment procedures to identify areas of talents and strengths upon which to base positive school experiences.
- Assist with the early identification of children's developmental problems.
- Provide parents with assistance in understanding their children's abilities and needs.
- Provide referral assistance for children and families needing additional help from other state agencies.
- Coordinate community and other resources.

ORS 343.135 establishes a cost reimbursement program based upon district applications. For applications approved by the State Superintendent of Public Instruction, reimbursement is made quarterly for up to 75% of the annual cost approved in the application and limited by the total appropriation approved by the legislature.

ORS 343.145 provides for the qualifications of child development specialists and directs the adoption of rules by the State Board of Education for the qualifications. Exceptions to the qualifications are required by the statute where an individual is capable of performing the functions of a child development specialist but otherwise may not meet qualification requirements.

Organization and Administration

The CDS program is operated through the Oregon Department of Education, Division of Student Services and Special Education.

ODE is mandated by **ORS 343.125-145** to operate the application procedure, reimbursement program, and authorization of Child Development Specialists who operate the program in local districts.

The CDS program has developed, with a history of state support, the following statewide services and support for local programs.

- A state-adopted model is provided.
- Local programs are approved prior to implementation.
- Program evaluation is required twice annually.
- Budget planning and review is provided.
- Review and authorization of CDS assignments is made.
- Once established, 98 percent of the programs are maintained (223 of 228).

The statewide program includes:

- 228 CDS programs
- 303 elementary schools
- 105,000 students
- 55 school districts and five education service districts under current contracts

Program growth for the past nine biennia is shown in the following graph:

Chart XXXIV - CDS Program Growth

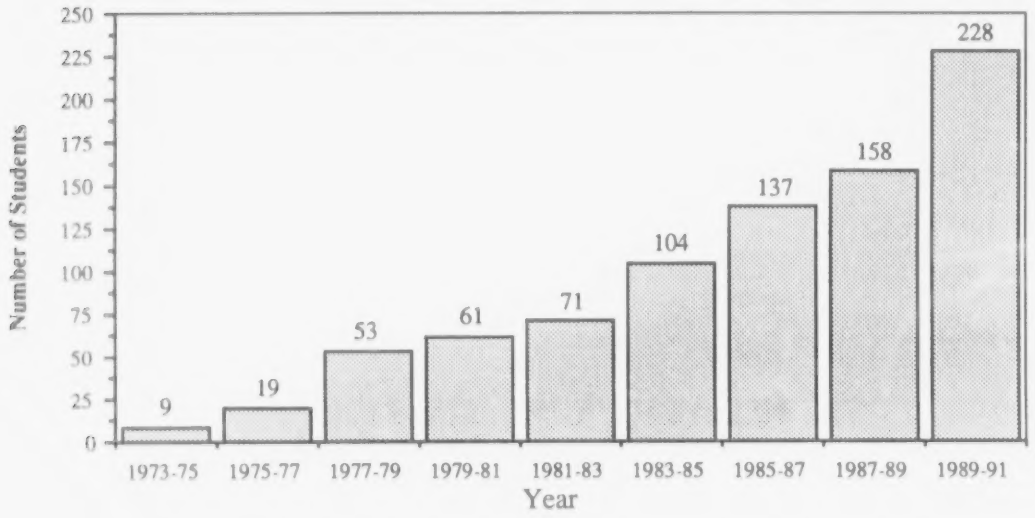


Table 66 - State and Local Contributions

FY 1984 87 Programs
$198,200 State Grants 7.6%
$2,411,800 Local Expenditure 92.4%

FY 1985 104 Programs
$227,075 State Grants 6.5%
$3,255,200 Local Expenditure 93.5%

FY 1986 114 Programs
$221,760 State Grants 5.6%
$3,746,610 Local Expenditure 94.4%

FY 1987 137 Programs
$231,375 State Grants 5.4%
$4,048,200 Local Expenditure 94.6%

FY 1988 151 Programs
$251,700 State Grants 5.4%
$4,355,000 Local Expenditure 94.6%

FY 1989 158 Programs
$212,711 State Grants 4.4%
$4,556,888 Local Expenditure 95.6%

FY 1990 228 Programs
$241,500 State Grants 3.3%
$7,081,860 Local Expenditure 96.7%

Policy and Program Issues

- Due to the growth of the CDS program, there is a need for additional staff to provide technical assistance and maintain compliance to CDS statute. In 1986, there were 86 authorized CDSs; currently there are 204. By statute, each CDS provides the Department with status reports annually. In addition, CDS personnel, by statute, are authorized annually to serve in their local district. The status reports, authorization of CDS personnel, and 55 grant-in-aid contracts require monitoring by the ODE.

- Many districts who currently do not have elementary guidance are looking to CDS state model to provide these prevention services. There is a need to increase the grant-in-aid budget to provide incentive grants to assist districts in developing CDS programs.

Residential Youth Care Centers

Purpose of the Program

This program was established by the 1987 Legislative Assembly through the passage of House Bill 3340. **ORS 339.195** and **OAR 581-15-505** provide the framework for the program. The purpose of this program is to improve the coordination of educational services for delinquent youth who are placed in residential youth care centers by Children's Services Division.

Organization and Administration

Currently, youth in 30 centers receive additional education services under this program. The average daily population is 400, and over 800 youth are served annually. The youth served are adjudicated delinquents who are transitioning back to the public school system. Many of these youth are behind in school credits and experience both learning and behavior problems.

The school district in which the residential program is located is responsible for providing the education program for the youth, and bills the child's resident district for tuition under the dependent child billing statute **ORS 339.185**.

In addition to requiring attending districts to submit an education plan for the care center student population, the 1989 Legislative Assembly allocated $200,000 annually ($500 per average daily population) to be used to provide needed supplementary education services for this at-risk population.

Budget Information

The Residential Youth Care Center education grants are managed by the Oregon Department of Education, Division of Special Student Services.

The following school districts have submitted plans and have received education funding for youth placed at Residential Youth Care Centers. Each district received $500 per eligible average daily population (ADP).

Program	District
Albany Youth Care Ctr	Greater Albany
Ashland Adolescent Ctr	Ashland
Belloni Ranch	Coos Bay
Chehalem House	Newberg
Cordero Residential Treatment Ctr	Tigard
Hagg Group Home	Junction City SD
Hawthorne Manor	Corvallis
Homestead Youth Lodge	Pendleton
Inn Home for Boys	North Clackamas
J Bar J Boys Ranch	Bend/La Pine
Klamath/Lake County Youth Ranch	Klamath County
Meadowlark Manor, Inc.	Bend/La Pine
Mid Valley Adolescent Center	Salem
Morrison Center	Portland SD
The Next Door, Inc.	Hood River County
Oregon Social Learning Ctr	Eugene SD
Out Front House	Portland SD
Parrott Creek Ranch	Canby Union High School
Pettygrove	Portland SD
Rainbow Lodge	McMinnville
Star Gulch Ranch	Jackson ESD
Stepping Stone Lodge	Eugene
Tri Center Homes	Corvallis SD
Yaun Child Care Center	Portland
Youth Adventures	Oregon City
Youth Guidance	Corbett
Youth Guidance	Sandy Union High School
Youth Guidance	Welches
Youth Progress	Portland SD
Youthworks	Medford

Policy and Program Issues

This program has assisted Residential Youth Care Centers and the school districts in which they are located to enhance the educational program of the at-

risk youth served. The education plan required by **OAR 581-15-505**, which operates the program, has facilitated closer examination of the educational program needs of individual students and the evaluation of impact on student success.

- Should the current level of $500 per average daily population (ADP) be continued in the next biennium to offset the additional cost of special programs needed to serve this at-risk population.
- There is a need for increased monitoring and technical assistance to ensure program plans are implemented in compliance with Oregon alternative education law and administrative rules.
- The projected base budget for the 1991-93 biennium will provide approximately $540 annually per current eligible average daily population (ADP).

Student Retention Activities

Introduction

Historically, efforts to quantify dropout rates in Oregon have suffered due to the absence of a consistent definition and the lack of a reporting system which could collect specific information about students who drop out of school. For several years, the Department of Education has had to rely on indirect methods for estimating high school completion rates (for example, by dividing the number of graduates by the 9th grade enrollment four years earlier). Such methods did not yield reliable data at the local level and did not take into account the effects of inter-state migration.

In 1987, the State Board of Education took steps to correct these problems by amending **OAR 581-23-006** requiring school districts to report students identified as dropouts. The rule specified a twice-yearly reporting schedule. The rule became effective beginning July 1, 1988.

Purpose of the Program

The Department's current activities focus on the development of rules and technical assistance which promote the development of alternative programs and other services to keep students in school and lower the school dropout rate.

A critical piece of this effort has been the development, implementation and refinement of the Early School Leavers reporting system. This is a statewide uniform accounting system requiring local districts to use standard definitions and procedures in reporting students.

For the purpose of this reporting, dropouts are defined as "elementary and secondary school students who for any reason other than death, withdraw from membership without receiving a high school diploma or an alternative award. Students are not counted as dropouts when a request for transfer of records is received by the reporting district from another school district in or outside the state within 45 days."

A student is not a dropout if the district:

1. Maintains enrollment of the student, collects basic school support, and provides funding for the student's education program outside the district; or

2. Issues a diploma or alternative award upon completion of an alternative program.

The system provides valuable information about dropout characteristics and reasons for leaving so that future resources can be targeted and appropriate programs developed to meet their needs.

Alternative Programs

In response to the 1989 Legislative Assembly and Senate Bill 329, the Department has developed rules which have clarified local school district responsibility to provide alternative programs for at-risk youth and identified new procedures for exemptions from compulsory school attendance. Also the Department has provided a Technical Assistance Guide for Alternative Programs and a Roster of Alternative Programs to local districts to assist them in implementation.

New alternative programs continue to be developed and identified throughout the state. The programs represent options offered by public schools, private schools, and community colleges. In addition, many school districts have made adjustments in their programs in order to promote student retention.

Two new administrative rules, **OAR 581-21-072** and **OAR 581-21-076,** were adopted by the State Board of Education and **OAR 581-21-071** and **OAR 581-22-317** were amended.

Department staff have developed a new technical assistance manual, registration process for alternative programs and a new roster of alternative programs. Workshops have been held throughout the state to assist districts in meeting the new requirements.

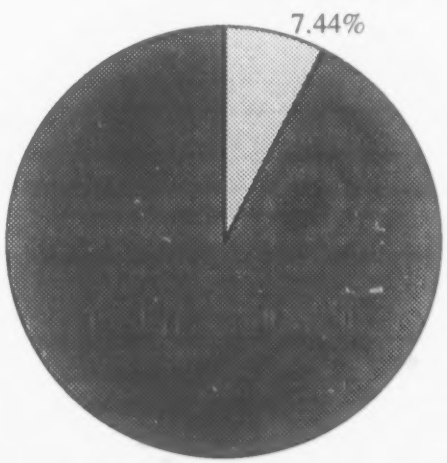
Student Accounting System for Early School Leavers

Beginning in the 1988-89 school year, all public schools enrolling students in grades 9 through 12 participated in the Student Accounting System. Reports were submitted to the Oregon Department of Education on June 15, 1989 and December 15, 1989. This reporting period covers students who were withdrawn during the twelve month period October 15, 1988 to October 14, 1989.

It should be noted that this is the first report based on a new statewide data collection process. Differences in dropout rates among schools may be attributed to demographic characteristics of the population, differences in school programs and policies, and/or variation in applying reporting procedures. The Oregon Department of Education recognizes the need to improve the consistency of student recordkeeping and reporting procedures at the local level.

As of October 1, 1988, a total of 131,829 students were enrolled in Oregon's public schools, grades 9 through 12. These students constituted the base population used to calculate the annual dropout rate.

Chart XXXV - Oregon High School Dropout Rate
October 1988 to October 1989



Base Population = 131,829

The net number of dropouts divided by the base population yields a statewide annual dropout rate of 7.44 percent (shown in Chart XXXV).

Summary and Conclusions

The reporting system that produced the portrait of Oregon's high school dropouts is precedent-setting in four respects. First, schools now have consistent definitions of early school leavers and school dropouts with which to monitor their students' success in completing high school. Second, annual dropout reports are produced at the school, district, county and state levels. Third, the Student Accounting System supplies a wide range of information about students who drop out of high school, which confirms some of the conventional wisdom concerning dropouts, and in other respects, raises new challenges for schools and the state. Finally, state, county and local policymakers have a better tool with which to measure the effectiveness of different approaches for reducing the dropout rate over the next several years.

In summary, the findings of the 1988-89 reporting year indicate:

- A statewide annual dropout rate of 7.4 percent of those initially enrolled in grades 9 through 12;
- A dropout rate for Hispanic students which is nearly double the overall statewide rate, and a dropout rate for Native Americans that is 62 percent higher than the overall rate;
- A higher likelihood of dropping out of larger high schools;
- A strong tendency for students who are behind in credits to drop out;
- A high proportion of dropouts (72 percent) had been enrolled in the school district less than one year; and
- A higher likelihood of dropping out in early fall or spring.

Together for Children: Parent Education Program

Purpose of the Program

The Together for Children: Parent Education Program (TFC) was established as a preventive approach to working with parents of at-risk young children (birth through eight years). The purpose of the program is to support parenting efforts and thereby increase children's success in school and later life.

Organization and Administration

TFC programs involve a variety of approaches with a diversity of goals ranging from home visitation to peer support groups and from health care to parent education. The interdependence of family members, and of families with communities is an important focus of TFC programs. Parents glean information and support from professionals, peers, and community resources while simultaneously serving as resources themselves. Rather than remediating family weaknesses, family strengths are built upon.

The TFC is made operational by **OARs 581-19-050** through **581-19-080**. A committee consisting of parents and professionals in education, child care, social and health services advises the Superintendent, Commissioner of Community Colleges, and the State Board on matters related to the program.

Any nonsectarian organization is eligible to apply for grant funds through the TFC program to establish and maintain new or expanded parent education programs.

The TFC is operated through the Oregon Department of Education, Division of Student Services and Special Education. An early childhood specialist, as a .25 FTE assignment, operates the application and grant program, provides technical assistance to local programs and oversees the evaluation of the TFC.

Three organizations were chosen to receive TFC grants for the 1989-91 biennium. The grant recipients are in Jackson County, Lane County and the tri-counties of Jefferson, Crook and Deschutes. Each program has strong community support and involves coalitions of social service, health and education groups. Migrant families, teen parents, parents of infants and low-income parents are among the target populations. Approximately 360 parents are served intensely, and an additional estimated 6,000 receive some assistance.

Budget Information

Table 67 lists the grant recipients for 1990-91.

Table 67

Program	Grant
Birth-To-Three	$ 59,786
Central Oregon Community College	152,318
Crisis Intervention	70,940
Total	**$283,044**

Policy and Program Issues

Individuals and society as a whole pay for neglect in a child's early years of life in the form of human suffering, as well as the costs of welfare, adult and family services, and the court system. The family is the first and most important influence on a child's life, yet very few parents receive any systematic education or support for assuming their roles as parents.

Major issues are:

1. Lack of resources to establish programs in every county.
2. Lack of resources to maintain quality through program evaluation, monitoring, training, and technical assistance.
3. Poor staff salaries.

4. Coordination with other parent education programs such as those offered through CSD and community colleges.
5. Eligibility criteria (some people believe these services should be available to all families).

Oregon Prekindergarten Program

Purpose of the Program

The Oregon Prekindergarten Program (OPP) was established as a preventive approach to meeting the needs of low-income, three- and four-year-old children. Through comprehensive educational, social and health services, children are better prepared to meet the demands that will face them in school and later in life. (**ORS 326.600**)

The OPP is made operational by **OARs 581-19-005** through **581-19-035**. A committee consisting of representatives from parent groups, education, child care, social and health services advises the Superintendent, Commissioner of Community Colleges, and the State Board on matters related to the program.

Any nonsectarian organization is eligible to apply for grant funds through the program to establish and maintain new or expanded prekindergarten programs.

The OPP is operated through the Oregon Department of Education, Division of Special Student Services. An early childhood specialist, as a .25 FTE assignment, operates the application and grant program, provides technical assistance to local programs and oversees the evaluation of the OPP.

During the second and third years of the program's operation (1990-91), 17 organizations were selected to receive funds. Thirteen of the grant recipients are Head Start grantees which increased the number of children served in their area or expanded services to new areas. Other grant recipients include Salem/Keizer SD, Portland SD (also a Head Start grantee), and private-nonprofit organizations in Madras and Burns. In all, 919 children (and their families) will be served in 1989-91.

Budget Information

Table 68 lists the grant recipients for 1990-91.

Table 68 - Funding for Oregon Prekindergarten Programs in Oregon

Agency	1990-91 OPP Funding	Enrollment
Albina Ministerial Alliance	$158,620	40
Portland Public Schools	*319,773	68
Clackamas Co. Children's Comm.	127,308	40
Mid-Willamette Valley CAA - Salem	205,042	23
and Independence		40
(Lincoln County)	*308,702	60
Umatilla-Morrow Co. HS	169,852	54
Eastern Oregon State College		
Mt. Hood Community College/	222,555	66
Centennial SD		
David Douglas SD	*196,766	66
Washington County CAA, Inc.	57,289	16
Kids & Kin	*413,393	82
K.I.D. Center (Klamath HS)	127,307	40
Malheur Co. Child Dev. Center	120,803	40
Southwest OR CAC, Inc./	269,868	80
Coos & Curry Cos.		
(SW Oregon Community Col.)	*137,991	25
Harney 4-C	*230,400	48
Children's Learning Center	*120,000	25
OPP Only Grantees		
Clackamas ESD	178,571	50
Salem-Keizer SD	*153,526	40
OSU Human Development	50,470	16
Total OPP Contracts for 1990-91	**$3,568,236**	**919**

*1 1/2 year contract

Policy and Program Issues

Prekindergarten programs such as the OPP have been shown to be especially effective in preventing problems. Research confirms and common sense tells us that preventing problems is more cost effective than remediating them. Yet, the OPP and the federal Head Start program combined serve fewer than 25% of the estimated 15,000 eligible three- and four-year-old children.

Major issues are:

1. Lack of resources to serve all eligible children.

2. Lack of adequate resources to maintain quality through training, technical assistance, and program evaluation.

3. Poor staff salaries (the average teacher earned less than $6.50/hour in 1988-89).

4. Limited eligibility criteria (e.g., children of the "working poor," families earning between 100 percent and 150 percent of poverty could benefit but do not have access).

5. Coordination with schools, welfare, child care, Early Intervention, Head Start, and Great Start.

Peer Counseling/Helping

Purpose of the Program

The Peer Counseling/Helping Program was established in 1989 through Workforce 2000 legislation. Funds were appropriated to establish a specialist position through June 30, 1991, to promote the development and implementation of peer programs in Oregon schools. The purpose of peer helping/counseling programs is to provide students with skills which promote self-esteem and healthy, productive and responsible behavior. The basic assumption behind the creation of peer programs is that students will generally talk to other students about their problems before turning to adults. Where students are trained and included in programs designed to address their concerns, the environment of schools will inevitably change in a positive direction. Positive outcomes may include reduction in substance abuse and dropout rates and an increase in communication and problem solving skills.

Organization and Administration

The program identified existing peer counseling/helping programs and activities and model practices and programs. Programs under the general heading of peer helping include: peer counseling, peer tutoring, student support groups, student intervention and prevention activities, community service, and student presentations to classes and/or student groups.

Programs typically address some or all of the following issues:

New student transition
Alcohol and drug abuse
Loneliness, depression and alienation
Dealing with loss
Conflict resolution
Divorce and other family dynamics
Peer pressure
Academic difficulties
Cultural conflicts
Eating disorders
Developing positive relationships

Programs typically provide students training in some or all of the following areas:

Communication skills
Confidentiality and ethical concerns
Problem solving
Trust building
Cross-cultural awareness
Refusal skills
Referral skills
Awareness of school and community resources

Activities supported by the program and implemented by the specialist include the following:

- Preparation and dissemination of guidelines, training materials, and model program information.
- Onsite technical assistance and training of participating school district staff.
- Support for planning, implementing, and evaluating new programs.
- Curriculum development and dissemination for:

  peer helping/counseling courses
  student retreats
  ongoing school year training programs

- Program evaluation
- Gaining and maintaining community support
- Gaining and maintaining parent support and participation
- Coordination support for state and regional conferences
- Coordination support for The Oregon Peer Helpers Association

Policy and Program Issues

Several policy and program issues face peer assistance programs in the coming years. They include the following:

- Providing environment and time for ongoing student training program without significant interference with instruction.

  Should students be excused from class to participate in peer assistance training and/or activities?

- Identifying and selecting peer helpers who are in close communication with all segments of student populations.

  What levels of stability and self-awareness are necessary to be an effective peer helper?

- Peer helpers who are, in some way, "at-risk" themselves.

  Is it fair to allow students who are struggling with their own personal issues to be assigned to "help" other students?

- Deciding what level of responsibility to give to elementary, middle school, and high school-age students.

  At what age are children developmentally capable of helping other students deal with emotionally charged issues such as abuse, death, alcohol abuse, etc.?

Comprehensive Guidance and Counseling Programs

Purpose of the Program

A major focus has increased efforts to assist school districts to develop comprehensive guidance and counseling programs. There is a recognition that all students are special and unique, differing in abilities, capabilities, patterns of learning, and cultural backgrounds.

All students shall be provided the guidance and direction appropriate for their academic, social, and personal development, preparing them for a lifetime of learning experiences.

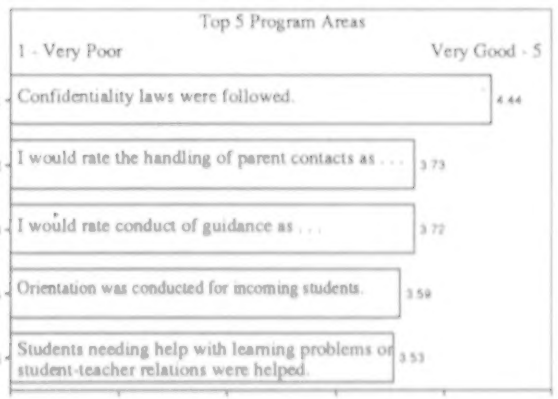
Special attention was given to enhance counseling programs in the area of career guidance, the unique needs of at-risk youth, developing student responsibility, and the development of peer counseling programs.

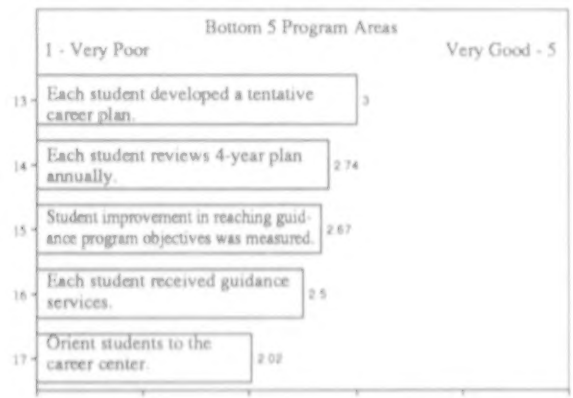
Policy and Program Issues

- Should elementary counseling be mandated?
- Should greater attention be given to training and certification of staff members responsible for delivering career development?

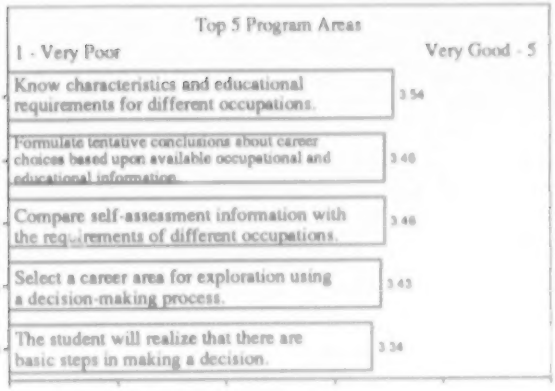
The following represents an assessment summary of guidance programs. This data is representative of schools across Oregon from various sizes and geographic areas.

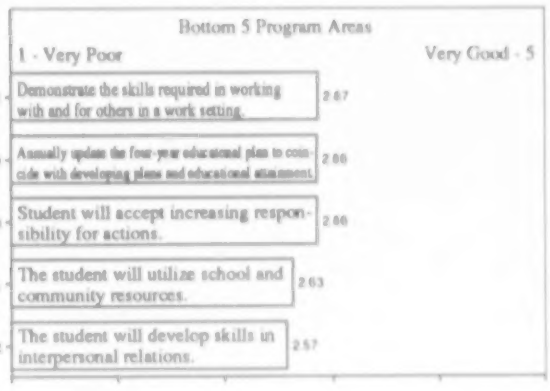
Guidance Program Evaluation


Top 5 Program Areas
1 - Very Poor
Very Good - 5
1 Confidentiality laws were followed. 4.44
2 I would rate the handling of parent contacts as . . . 3.73
3 I would rate conduct of guidance as . . . 3.72
4 Orientation was conducted for incoming students. 3.59
5 Students needing help with learning problems or student-teacher relations were helped. 3.53

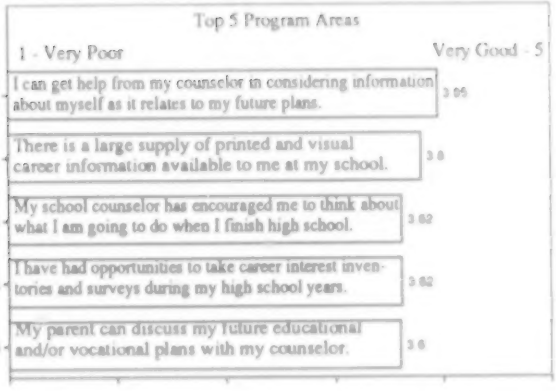

Bottom 5 Program Areas
1 - Very Poor
Very Good - 5
13 Each student developed a tentative career plan. 3
14 Each student reviews 4-year plan annually. 2.74
15 Student improvement in reaching guidance program objectives was measured. 2.67
16 Each student received guidance services. 2.5
17 Orient students to the career center. 2.02

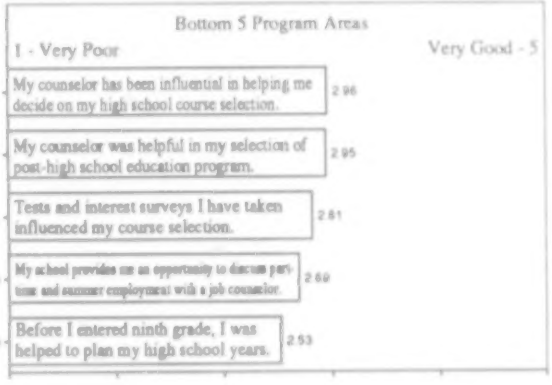
Evaluating Student Performance


Top 5 Program Areas
1 - Very Poor
Very Good - 5
1 Know characteristics and educational requirements for different occupations. 3.54
2 Formulate tentative conclusions about career choices based upon available occupational and educational information. 3.40
3 Compare self-assessment information with the requirements of different occupations. 3.46
4 Select a career area for exploration using a decision-making process. 3.43
5 The student will realize that there are basic steps in making a decision. 3.34


Bottom 5 Program Areas
1 - Very Poor
Very Good - 5
18 Demonstrate the skills required in working with and for others in a work setting. 2.67
19 Annually update the four-year educational plan to coincide with developing plans and educational attainment. 2.66
20 Student will accept increasing responsibility for actions. 2.66
21 The student will utilize school and community resources. 2.63
22 The student will develop skills in interpersonal relations. 2.57

Student Questionnaire


Top 5 Program Areas
1 - Very Poor
Very Good - 5
1 I can get help from my counselor in considering information about myself as it relates to my future plans. 3.95
2 There is a large supply of printed and visual career information available to me at my school. 3.8
3 My school counselor has encouraged me to think about what I am going to do when I finish high school. 3.82
4 I have had opportunities to take career interest inventories and surveys during my high school years. 3.82
5 My parent can discuss my future educational and/or vocational plans with my counselor. 3.6


Bottom 5 Program Areas
1 - Very Poor
Very Good - 5
16 My counselor has been influential in helping me decide on my high school course selection. 2.96
17 My counselor was helpful in my selection of post-high school education program. 2.95
18 Tests and interest surveys I have taken influenced my course selection. 2.81
19 My school provides me an opportunity to discuss part-time and summer employment with a job counselor. 2.69
20 Before I entered ninth grade, I was helped to plan my high school years. 2.53

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Student Activities

Introduction

When House Joint Resolution 36 unanimously passed the 1979 Legislature and established Oregon Student Leadership Day on the last Monday in January it reinforced the statement by Educational Testing Service, the company responsible for administering the Scholastic Aptitude Test (SAT), that "significant involvement in student activities is the best single predictor of (a student's) success in later life." A simple polling of successful people throughout Oregon will quickly reveal how true it is that student activity programs have produced people who understand and value the concepts of teamwork, cooperation and a commitment to the fullest development of human potential—all characteristics learned through significant involvement in student activities.

Program Description

The Student Services Section of the Oregon Department of Education maintains a liaison with, and provides limited technical assistance to, numerous state and national student activity programs to insure fair participation of students statewide and to encourage positive character development for as many Oregon students as possible.

The following organizations are among those assisted in the past biennium: Citizen Bee, Governor's Advisory Committee on Electrical Safety, Horatio Alger Foundation, Hugh O'Brian Youth Leadership Program, KATU/The Benj Franklin Great Kids Program, National Association of Secondary School Principals/Shell Oil Century Three Program, National Association of Student Councils, National Energy Education Day, National Flag Day Foundation, Oregon Association of Student Councils, Oregon Youth Development Alliance, Oregon International Council, Oregon Safety Students on the Move, Oregon State Scholarship Commission, Student Mock Election, William Randolph Hearst Foundation Senate Youth Program, and the YMCA Youth Legislature.

In addition, the Student Services Section of the Department maintains a liaison with the Oregon School Activities Association (OSAA) and the vocational student leadership organizations housed at the Department.

The Oregon Department of Education also responds to requests and concerns from local districts regarding development of local student activities programs and participates in review of local district procedures related to the administration of student activity funds (**OAR 581-22-717**).

Policy and Program Issues

Students need connection and positive role models. Students need to be offered positive alternatives to gangs, cults and the drug culture. Both non-athletic and athletic activities in schools are increasingly questioned since the advent of collective bargaining and tight local budgets in Oregon.

Increased commitment by the Department to student activities could provide improved leadership and technical assistance for local schools by helping them to establish student activities programs that help students make positive connections in Oregon and in their communities both now and in the future.

Health Services

Introduction

With a goal of protecting, promoting and improving the health of the school-age child, school personnel join in a team effort with parents and health professionals in the community to (1) maintain a safe and healthful environment for students, (2) identify students with health problems and refer them to appropriate resources, (3) encourage students through education to assume responsibility for their own health and (4) provide appropriate services for health maintenance. **Oregon Administrative Rule 581-22-705** outlines the minimum standards each school district must meet to provide a prevention-oriented health services program for all of its students.

Program Description

The Student Services Section of the Oregon Department of Education provides technical assistance for local school personnel in the area of health services, as distinguished from the area of health education/promotion.

To assist local districts in the health services area, two publications were completed in the past year—***Health Services for the School Age Child*** and the ***Supplement to Health Services for the School Age Child***. The Department has also provided a standardized Health Record card for students throughout Oregon.

In addition, a survey of health services in Oregon's public and private elementary and secondary schools was conducted. Results of that survey are provided as follows:

Chart XXXVI shows the extent to which facilities are provided by Oregon schools to care for ill or injured students.

Chart XXXVI - Facilities Provided in Health Rooms of Oregon Schools

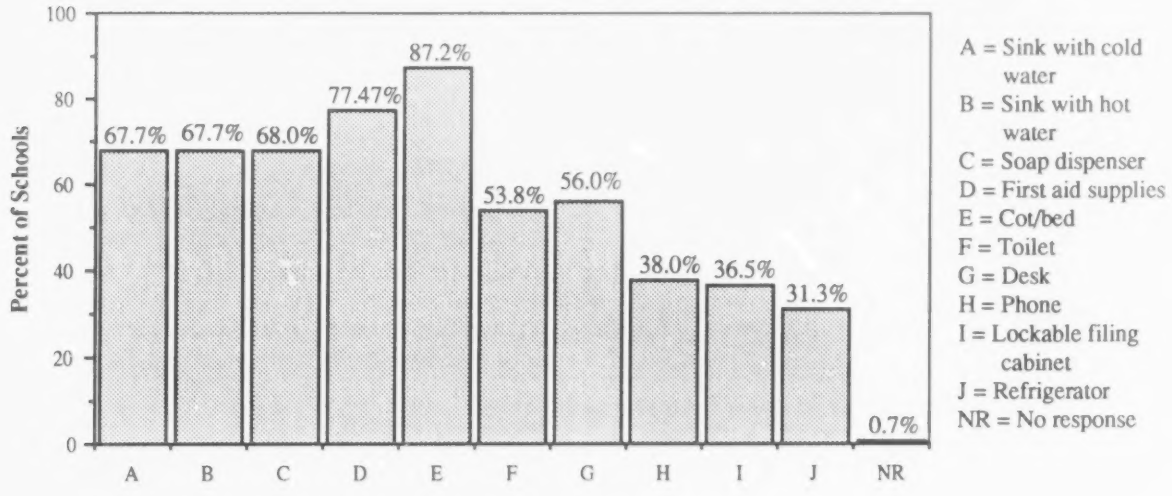


Chart XXXVII provides a description of who most often provides health care for students in Oregon schools.

Chart XXXVII - Persons Providing Emergency Health Care for Students in Oregon Schools

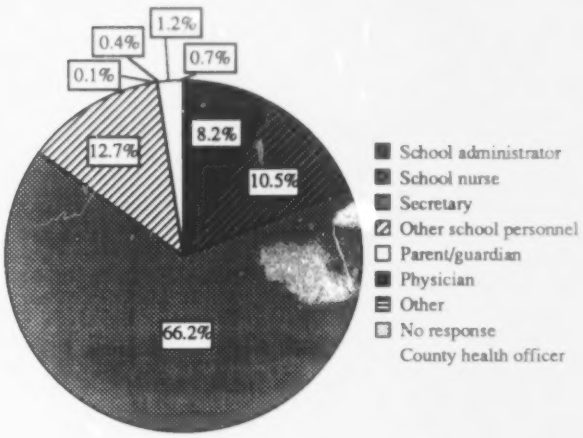
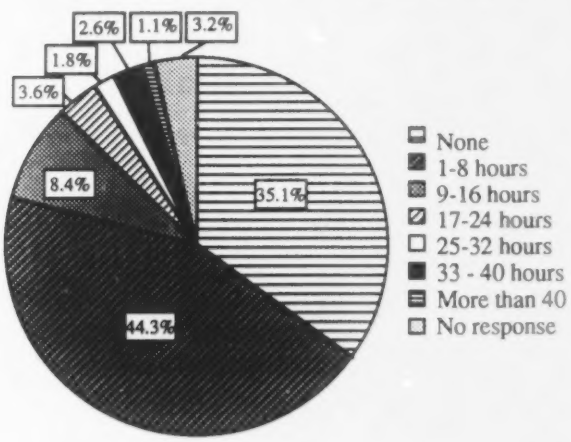


Chart XXXVIII indicates the number of hours school nurses are available to provide services for Oregon's students.

Chart XXXVIII - Number of Hours a Week School Nurses Spend in Oregon Schools



Policy and Program Issues

Increasing pressures on schools throughout Oregon to provide services to all types of students including chemically affected babies, the medically fragile, the medically indigent and adolescent parents, as well as ill or injured students, signal a need to increase assistance to local school district personnel to (1) insure that all students receive the kind of care they need and (2) protect local districts from liability concerns.

To accomplish the above the Department of Education will pursue establishing interagency agreements which will coordinate staff support for school personnel from both the educational community and the medical community.

Section IV

Special Projects/Studies

Oregon Secondary Special Education and Transition Program

Purpose of the Program

The need to improve high school special education programs, transition services, and transition outcomes for students with disabilities has become a national and state priority. The need for such an effort has been documented through a number of follow-up studies conducted during the 1980s.

Across the collection of these studies, a picture emerges of the post-school status of school leavers with disabilities that is far from optimistic. Employment statistics show unequivocally that many young adults with disabilities are dramatically unemployed or underemployed. Those who are employed are often in jobs which offer low pay, few or no benefits, and little long-term security. Furthermore, many young adults often experience additional difficulties with their community adjustment, including inappropriate living conditions, inadequate financial resources, restricted opportunities for postsecondary educational opportunities, and a myriad of personal and social problems ranging from being victimized to experiencing strong feelings of loneliness that stem from the lack of a well-structured and satisfying social network. The quality of life experienced by students who stay in and complete school is far better than that experienced by students who drop out of school.

From these various studies, however, an equally clear picture is also emerging regarding the secondary program components that are most often associated with enhancing students' post-school success. These components, which match closely the major goals that are targeted within this long-range plan, include: (1) participation in varied, structured work experiences, including both paid and unpaid experiences; (2) instruction in content areas that are related to students' work experiences (e.g., functional academics, vocational, and independent living content); (3) availability of a structured transition planning process that includes parents, students, and adult service providers; and (4) use of post-school outcome information on students as part of a systematic process for evaluating and improving secondary school programs. These studies also document the importance of adopting an approach to improvement that focuses on changing the school and community systems that impact upon the quality of life experienced by students. To be successful, this systems change approach must involve partnerships between school districts, local communities, state agencies, and institutions of higher education.

Program and Policy Issues

A strong foundation has been established in Oregon for improving the quality of life experienced by Oregon's youth with disabilities. Since 1984, the Oregon Department of Education (ODE) has been engaged in a systematic effort to improve secondary special education programs and transition services. This effort began with several studies, including an intensive survey of high school special education programs throughout Oregon. The results of these studies were essential in documenting the areas in greatest need of improvement from the perspectives of school administrators, secondary special education teachers, and parents of high school students with disabilities. They were also useful in developing the policy and procedures that have guided the specific improvement efforts of the past five years. Much has been accomplished in Oregon to improve secondary education outcomes for students with disabilities, much more remains to be done. These accomplishments, and the remaining challenges, are reflected in the following six goals that have been targeted by the ODE's Special Education Advisory Committee:

Goals

1. ***Transition Teams.*** Since 1986, the ODE has been collaborating with local school districts and the University of Oregon to build a statewide network of local transition teams. At present, there are 34

local transition teams, which represent 34 of the 36 counties in Oregon. These local teams include members from a wide array of stakeholders in the transition process, including special, vocational, and regular education teachers; special education administrators; vocational rehabilitation counselors; county mental health case manager; employers; JTPA representatives; state employment division staff; volunteers; community college staff; adult service providers; and parents of students with disabilities. These teams have accepted the responsibility for developing and implementing annual plans to improve secondary special education and transition services in their own local community. Transition teams, with support and assistance from the ODE, participate in a systematic effort to self-evaluate the secondary special education and transition programs in their local communities, and then to develop specific action plans to address areas of identified need. Although the transition team network is still relatively new, transition teams have already made significant gains in their efforts to improve secondary education programs. The transition team model includes a computerized management information system, allowing the activities of individual communities to be summarized to obtain a statewide picture of the collective efforts to improve secondary education outcomes for students with disabilities.

The strategies that have been targeted as part of this long-range plan are intended to expand the network to assure complete statewide coverage, and to solidify the foundation and structure of the network. Because the transition team network so clearly structures collaborations between the ODE and local school districts in the area of secondary special education and transition, it has become the major catalyst and foundation to improve the post-school outcomes for disabled students.

2. ***Follow-Along Activity.*** Monitoring the outcomes achieved by school leavers with disabilities is essential to evaluating progress toward improving secondary special education programs and transition services. Information on student outcomes likewise is essential to determining which improvement activities will have the greatest potential impact on the quality of life experienced by school leavers with disabilities. The ODE, in collaboration with the University of Oregon, is beginning to build a comprehensive follow-along strategy in Oregon. The follow-along strategy is being developed in collaboration with approximately 100 participating school districts. The follow-along information will be integrated into the transition team management information system. This comprehensive package will then be disseminated to all interested districts statewide.

3. ***Individualized Transition Planning.*** An individualized transition planning process is identified consistently in the effective schools literature as an essential component of high-quality secondary programs. This finding is confirmed by the fact that many of the transition teams have targeted as one of their first goals the development of procedures for individualized transition planning for all of their students with disabilities. In its broadest context, transition planning structures the hand-off between the schools and adult service agencies, and provides students and parents with the necessary information to negotiate the transition process. Transition planning is appropriate and important for all students with disabilities. The strategies identified in the long-range plan are intended to implement the requirement for individualized transition planning for students with severe disabilities, and to encourage and support districts who wish to implement transition planning for all students with disabilities.

4. ***Paid Competitive Work Experience.*** The ODE strongly supports the value of competitive work experience programs and year-round paid placements as important components of secondary education programs. Paid competitive work experience, with work-related instruction, provides students with invaluable preparation for post-school work and postsecondary education. These programs are also essential for encouraging potential drop-outs to stay in and complete school. The ODE has been an active participant in the Oregon

Supported Employment Initiative for the past three years, advocating and securing resources to address the supported employment needs of high school students with severe disabilities. Similarly, the ODE is an active participant in the Youth Transition Program, along with the Oregon Vocational Rehabilitation Division and the University of Oregon. The Youth Transition Program, which began in eight school districts this year, targets the employment needs of youth with disabilities who do not require long-term support to maintain paid competitive employment. The strategies are intended to expand and solidify these two employment programs for Oregon's high school students with disabilities.

5. ***Curriculum and Programs.*** The need to improve secondary curriculum and programs was one of the strongest issues identified by administrators, teachers, and parents in the initial studies conducted in 1984. Since that time, school districts in Oregon have worked steadily to develop and/or revise their curriculum to better meet the diverse needs of high school students. Virtually every transition team has identified needs in the area of curriculum and instruction that they are beginning to address. Indeed, the Youth Transition Program was developed in part because of the universal needs identified in this area by the transition teams. These same teams are continuing to identify needs in a variety of curriculum areas, such as: (1) providing support to students who are in mainstream academic and vocational education classes; (2) developing functional community-based curricula; and (3) developing alternative programs for students who are at-risk of dropping out of school. Moreover, it is clear that implementation of the goals targeted above (e.g., transition planning, competitive employment) will create additional curriculum and program needs, perhaps extending down into the early high school and even the middle school years. The strategies targeted by the Special Education Advisory Committee acknowledge that the ODE has an important role to play in providing leadership, technical assistance, and support to districts' efforts to continually assess and revise their curriculum to meet the diverse needs of all high school students.

6. ***Training Workshops and Technical Assistance.*** One of the key features of the transition team model—rated as essential by team members—has been training and technical assistance to help teams conduct their needs assessment, develop and implement plans, and evaluate accomplishments. Every one of the above goals has training and technical assistance implications, and this component must be present if school districts are to have the support and assistance needed to succeed in their improvement efforts. The Oregon Secondary Special Education and Transition Program recognizes the critical role that the ODE has in facilitating this training and technical assistance through direct intervention and initiating collaborations with the state's institutions of higher education.

A strong foundation has been laid by the Oregon Secondary Special Education and Transition Program for assisting students with disabilities in making the transition from school to adult life in their communities. Much of this effort, however, has been supported by federal grants that expired on June 30, 1990. In order to retain this program and its many benefits, state and local resources will be needed to provide support at both the state and local levels.

Study of Serious Emotional Disturbance

Introduction

The Seriously Emotionally Disturbed (SED) count for Oregon is low compared to both federal incidence estimates and actual identification rates of many other states. According to U.S. Department of Education estimates, the term "Seriously Emotionally Disturbed" should be used to describe 2-3 percent of all children. Oregon currently identifies .006 of the student population as SED. This compares to a national average SED identification rate of .0085. Some Oregon counties report no SED students, though enrollment data suggests the probability that some SED students in some LEAs are not being identified.

If Oregon is not identifying and appropriately serving a significant number of SED students in the state, such practices could have serious implications both in terms of the present needs of children and future societal impact. Recent federal studies suggest that SED students are at very high risk of academic failure, dropping out of school, having trouble with law enforcement authorities, etc. Nineteen percent of identified SED students are arrested one or more times while still in school. This figure rises to 23 percent within one year and 43 percent within two years of their leaving school. Such data speak to a need for the early identification of and appropriate service delivery to this group of high-needs students.

Purpose of the Program

In order to better understand identification practices and patterns in Oregon as well as identifying effective practices, a study was conducted with Oregon schools to examine the relationship between SED identification rates and other variables such as identification criteria and procedures, placement procedures, student characteristics, district and community charcteristics and available resources. The specific goals of the study were to:

1. Describe the relationship among identified and unidentified students and community and district characteristics, services and practices.
2. Identify the factors which appear to be associated with the variability in counts and services across the state.
3. Identify and describe innovative special and/or regular education interventions for SED and at-risk students.
4. Identify training and other needs within the state.

Information on Students

Information from several different sources was needed to address the evaluation questions. Some of the information involved very direct measures (e.g., actual student counts) whereas other data was collected because of the potential inference value relative to district philosophy and practices (e.g., high staff/student ratios, drop-out rates, etc.). Data was collected from 280 of Oregon's 301 school districts and this data reflected school identification rates and procedures for the 1987-88 school year. Analysis of the data yielded the following information:

Factors Influencing SED Identification Rates

- It was generally found that smaller school districts tend to identify fewer students.
- Non-metro regions tend to identify fewer students than metropolitan regions.
- School districts with greater availability of staff to identify and serve students tend to identify more students as SED.

There were several notable exceptions to the above findings. Grant County contains four very small school districts but has a comparatively high rate of SED incidence. Marion County also has a relatively high SED identification rate for a county of its size and population. In both counties, this higher rate may be related, in part, to criteria and methodology

for identification. An understanding of all the variables which account for higher rates in these two counties will require further study. In contrast, the Eugene School District has a comparatively low rate of SED identification. They report extensive efforts at working with their entire at-risk population which may account in part for their lower incidence rate.

Innovative Special and/or Regular Education Interventions for SED and At-Risk Students

Throughout the course of the study, schools were asked to nominate innovative and effective practices for serving SED and at-risk students in special and regular education settings. Nominees were then asked to describe those practices, the population served, etc. This process rendered a number of best practices which have been described in *Oregon's Innovative Approaches for Students Who Are Seriously Emotionally Disturbed or Otherwise At-Risk* published by the Oregon Department of Education in May of 1989.

Identification of Training and Other Needs Within the State

Study results suggest that, generally, school staff in Oregon want and need training in the identification of, and service delivery to SED students. However, the lack of staff in many parts of the state is a serious problem which training alone will not solve. For training to have an impact there is a need for staff to receive the training and have sufficient resoures to implement that training.

The results of this study have, and will continue to be used in guiding pre- and inservice training within the state. Presentations through CPPC, OSPA and other professional conferences are being used as vehicles to share study information and build awareness and concern about issues.

Program and Policy Issues

Program, policy and other recommendations from those conducting this study include the following:

1. Conduct follow-up studies to clarify the influence and implications of district philosophy, identification criteria, techniques, etc., on SED identification rates.

2. Evaluate the impact of the label "Seriously Emotionally Disturbed" as a deterrant to identification.

3. Clarify the extent of staff shortages in the state. Develop and implement strategies for staff recruitment.

4. Continue to develop and provide training through preservice and inservice to teachers focusing on disseminating the innovative service delivery models identified through this study.

Serving Children With Severe Health Conditions

Introduction

In the past few years, parents and educators alike have expressed growing concern over meeting the educational and related service needs of children who have severe and chronic health conditions. Oregon has moved past the debate of whether these children should be in school, and is now engaged in the more realistic discussion of how schools and other service agencies can meet the needs of these children and their families.

Purpose of the Program

The 1987 Oregon Legislative Assembly took an initial step in addressing this issue by requesting that the Oregon Department of Education convene a multi-agency steering committee to examine the needs of children with chronic illness and their families. The Department of Education and the Department of Human Resources are further required to report the steering committee's findings to the Legislature.

The steering committee has been composed of representatives of agencies that currently provide services to this population including schools, the Department of Education, and divisions of Human Resources Department including Mental Health, Children's Services, Health, Crippled Children's, and Adult and Family Services. Parents were represented by a member of the Association for Severely Other Health Impaired.

Meeting throughout 1987-88, the committee has determined that while Oregon does have some gaps in the availability of services, of equal concern is the "inaccessibility" of existing services. Each of the agencies provides a specific service that is not tied into a general service plan. Families are left to find their own way through the maze of agency service systems. They learn, through a process of elimination, what is and is not available.

Policy and Issues

The steering committee is preparing a written report, scheduled for publication in the fall of 1989. The report will summarize state and national issues related to the care of children with chronic health conditions, provide real life examples of how these issues impact Oregon families, and provide recommendations for establishing a more accessible and comprehensive service delivery system.

Special educators may be disappointed to learn that the steering committee did not specifically focus on educational issues. By design, the committee was charged with examining the total service delivery system. Certainly this group of children present fiscal and direct service challenges to schools. However, it is clear that schools can meet only a portion of the needs of children with intensive health care needs and that a broader perspective on service delivery is required.

In an effort to assist schools that are providing services to these students, the Department of Education has distributed Guidelines for the Management of Health Impaired Students to all school districts. In addition, a summer training institute was held for school personnel working with children with chronic health care needs.

Very Special Arts

Introduction

The Very Special Arts program was initiated in Oregon in 1984 as a cooperative effort between Oregon Alliance for Arts Education, Oregon Department of Education, Division of Special Student Services, and the special education departments of Portland State University and Western Oregon State College.

Operational and program support comes through an annual grant from the national Very Special Arts program, charitable trusts and foundations, local education agencies and school districts, the Oregon Arts Commission and local arts councils. Very Special Arts national distributes federal dollar grants to Oregon and programs in all 50 states, the District of Columbia and Puerto Rico with funds received from the U.S. Office of Education, Elementary and Secondary Education Act, Chapter 2, Secretary's Discretionary Fund.

In Oregon funds are received by Very Special Arts Oregon, Inc., a nonprofit, tax exempt organization. The Department of Education, Division of Special Student Services, provides office space and in-kind assistance to the project. ODE in-kind support is estimated to be one-half of the federal dollar grant to the program.

Purpose of the Program

Recognizing the significance of alternative forms of communication and building self-esteem for special needs populations as well as the mandates for equal access to an appropriate education stipulated in PL 94-142, the Division of Special Student Services has supported VSA in its work with school districts, ESDs, and institutions of higher learning.

Annual VSA programming includes teacher inservice training and workshops in the creative arts, artist in education residencies in special education and resource classrooms, providing information, resources and consultations to special education and art teachers, and working with schools and communities to develop accessible community arts experiences.

Goals for the program include developing an expanded financial base to include support for full-time paid staff, and providing for program development and training opportunities in the rural areas of Oregon currently not receiving services.

During the 1988-89 year, Very Special Arts served the following communities: Portland, Beaverton, Monmouth/Independence, Eugene, La Grande, Salem, and Medford.

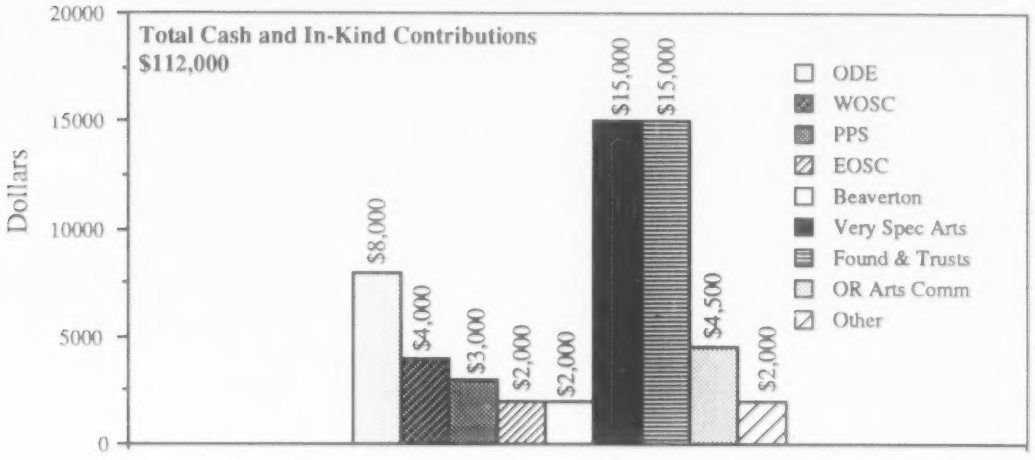
Budget Information

Projected 1989 cash and in-kind support for Very Special Arts totals $128,495, of which $54,845 is cash, and $73,650 in-kind. Significant sources of in-kind include Oregon Department of Education, $8,000; Western Oregon State College, $4,000; Portland Public Schools, $3,000; Eastern Oregon State College, $2,000; Beaverton School District, $2,000.

Significant sources of cash support include national Very Special Arts, $15,000; major foundations and charitable trusts, $15,000; Oregon Arts Commission, $4,500; and various local arts councils and school districts, $2,000.

Very Special Arts programs reached 11,650 Oregon educators, students, and handicapped service providers during 1987-88. With the financial support anticipated, an additional 2,000 "special" Oregonians and their teachers will participate in 1990-91.

Chart XXXIX - Cash and In-Kind Contributions



Medicaid and Third Party Billing Project

Introduction

School districts, through special education, are required to provide medical and health-related services to children who are determined eligible under the Education of the Handicapped Act. Since enactment of the EHA in 1975, costs have been escalating rapidly because of the numbers of children qualifying for services, the disabling severity of children being served, and the costs of hiring medical professionals to provide evaluations and treatment services. To date, in Oregon, the federal government provides 9 percent of the funding for these services, the state government provides 22 percent, and the local education agency provides 69 percent of the funding for these services.

In October of 1989, at the direction of the legislature, the Oregon Department of Education (ODE) and the Department of Human Resources (DHR) entered into an interagency agreement to develop a way to utilize Medicaid as a funding source for health-related services provided by schools. Medicaid is a federal/state program designed to pay for medical and health-related services for low-income individuals. Oregon's current rate is 63 percent federal funds, 37 percent general funds, and there is no cap on total expenditures that may be reimbursed by the federal government. Funds from the handicapped child fund were earmarked to be used as the general fund match.

Purpose of the Project

The purpose of this interdepartmental effort is to maximize the use of federal funds in the financing of federally mandated, but federally underfunded, medical and health-related services to handicapped children. This would be accomplished by establishing a statewide system for billing Medicaid and private insurance for reimbursable services.

Program and Policy Issues

- An ODE Handicapped Child Census/Medicaid type match in December 1989, shows there are 6,300 Medicaid-eligible students with handicapping conditions as identified in Individual Education Plans (IEPs).

  Federal and state indicators point to ever-increasing numbers of students eligible for Medicaid based on: 1) proposed mandates to provide coverage for those with incomes at or below the federal poverty level, and 2) more children with severe handicapping conditions qualifying. Medical technology is successfully keeping severely-handicapped children alive longer. Technology also provides the opportunity for children to be transported to and cared for at school as opposed to only home, hospital, or institutional settings.

- A study of private insurance coverage of Oregon school children indicates that approximately 20,000 students are receiving services that may be reimbursable to schools. Many of these services would be required to be covered by private insurance if the child were not receiving them through school.

- The Office of Medical Assistance Programs, Oregon's Medicaid agency, has provided a Medicaid specialist who is outstationed at ODE to develop the billing system, train local school districts, and coordinate all activities necessary to implement this task. OMAP's Medical Management Information System (MMIS) is now receiving and processing claims for reimbursement to school providers. Schools have options to bill on paper via electronic media or through a third party billing administrator.

- An ongoing study of other medical and health-related services provided by schools may be qualificaton for reimbursement by Medicaid and private insurance. This would result in further recommendations.

- ODE has provided guidelines and technical assistance papers, and offers staff training for any district wishing to participate in third party reimbursement.

Special Projects/Studies

- ODE established a Medicaid and Third Party Advisory Committee to make recommendations regarding use of private insurance, parent consent, staff licensure requirements, supplanting, and confidentiality issues, etc.

- Because schools are the most readily available system, they are often the ONLY system giving services. Other state agencies have often not been impacted, nor faced with the responsibility of providing services which they would normally provide i.e., Mental Health Division, Juvenile Corrections, etc. Implementation of third party billing has uncovered an additional need to coordinate services and resources with other state and local agencies. Several interagency groups are now meeting to problem solve and identify available services by service agency. This is resulting in better service delivery and coordination, identification of duplicate or overlapping services, and, hopefully, more efficient use of public funds.

- Statewide success of this project may result in the need for the Legislature to set aside additional amounts of general fund dollars to be used as the state match against the federal Medicaid dollars in order to maximize available federal funds.

School-Age Child Care Project

Introduction

The Oregon School Age Child Care Project was established in January of 1987 with federal Dependent Care Block Grant funds; Oregon has applied for and received continued DCBG funds for each subsequent year. The Project has been a cooperative effort by the Department of Human Resources, the Department of Education and the Mid-Willamette Valley Community Action Agency. The project is housed in Student Services in the Department of Education.

Purpose of the Program

Federal guidelines for the school age portion of the Dependent Care Block Grant indicate that the funds are to be used to encourage the development and improvement of before and after school programs in public and private school facilities, or other community centers should schools not be available. These programs provide supervision, recreational opportunities, and enrichment activities for elementary and middle school children during nonschool hours while their parents work or attend school or training. Specific goals of the School Age Child Care Project are to:

- Provide technical assistance to schools, child care providers, parents and community groups seeking to establish programs.
- Collect data on program availability and maintain information on program models in Oregon and nationally.
- Facilitate training opportunities for caregivers.
- Advocate for quality programs for children.
- Provide start-up grant for new program sites.

Budget Information

The federal money provides for a .75 FTE housed at the Department of Education, the funds for technical support, training and state conferences, and $25,000 for grants. The Department of Education contributes in-kind services, such as office space and supplies, telephone, and computer access, as required by the terms of the federal grant program.

Table 69 lists 1990 grant recipients.

Table 69

Program	Grant Amount
William Walker School-Age Child Care	$1,000
Hood River County School District	$750

(Remaining grants to be made in May)

Oregon's Comprehensive System of Personnel Development

Under PL 94-142, each state is required to outline:

> ". . . the development and implementation of a comprehensive system of personnel development (CSPD) which shall include inservice training of general special education, and support personnel, detailed procedures to assure that all personnel necessary to carry out the purposes of this Act are appropriately and adequately prepared and trained, and effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from research, demonstration and similar projects." Federal Register, Section 121a. 380, August 23, 1977.

The Oregon Department of Education, through the Division of Special Student Services-Special Education, has established the Cooperative Personnel Planning Council (CPPC) to advise the Department on personnel and training needs. As a result of the recommendations presented to the Department, ODE has put into place an extensive system of inservice training and related activities to ensure that children and youth with disabilities receive appropriate education and related services.

Seven areas of priority have been identified by the Oregon Department of Education. These areas are:

Supported Education/Regular Education Initiative
Low Incidence Populations
SED/At Risk
Secondary Education Outcomes
Family/School Partnership
Talented and Gifted Programs
Early Intervention Services

The Department has focused its resources, both financial and personnel, into developing numerous training opportunities that promote best educational practices for serving children and youth with disabilities. These training opportunities have been provided using a variety of formats including regional workshops, statewide summer institutes, conferences, and materials dissemination. Content for the training has been developed with input from the field and higher education.

During the 1989-90 school year, over 1,600 educators and support staff received direct training as a result of the opportunities made available by the Department. It is estimated that another 5,000 educators have benefitted indirectly from the training. The Department sponsored numerous events including:

Regional workshops on serving children who are seriously emotionally disturbed (SED) (300 personnel trained).

Regional workshops focusing on development and implementation of supported employment in secondary special education programs (150 personnel trained).

Regional workshops teaching educators best practices in serving students with autism (300 personnel trained).

Regional workshops providing training on adaptive technology and augmentative communication systems for children and youth with severe orthopedic impairments (200 personnel trained).

Statewide workshop for teachers serving children and youth who are severely learning disabled (SLD) (60 personnel trained).

Statewide workshops for teachers serving children who are talented and gifted (TAG) (300 personnel trained).

Numerous workshops on the development and implementation of appropriated Individualized Education Programs (IEPs) (100 personnel trained).

Five summer institutes were offered presenting best educational practices focusing on (250 personnel trained):

Seriously Emotionally Disturbed
Medically Fragile or Other Health Impaired Youth
Specific Learning Disabilities
Students with Autism
Supported Employment Implementation

In addition, direct technical assistance to local school districts has been provided by ODE special education specialists or contracted consultants. A variety of educational publications including a quarterly newsletter (SAIL) has been developed and disseminated throughout the state.

Training activities have been attended by both special educators and general education personnel. Related services staff and parents have participated in the variety of events.

Participant evaluation data indicated the trainings were valuable and produced positive outcomes for the students they served. Many reported that the training provided them with more effective teaching strategies and techniques for teaching children with special needs. In addition, the training events provided opportunities for educators to network with others experiencing similar difficulties and provided an avenue for sharing information.

In addition to the training opportunities, the Department has sponsored small incentive grants to local districts. The grants are awarded on a competitive basis. They provide additional funds to local programs to support specific training needs identified by classroom teachers, support personnel and/or administrators. Twelve incentive grants were awarded for the 1990-91 school year.

With the recommendations of the CPPC, the Department has expanded its CSPD for the 1990-91 school year. The following events are planned:

Leadership in Education Workshops focusing on Supported Education
Individualized Transition Planning Workshops
Regional Workshops on Augmentative Communication Systems
Summer Institute-Serving Medically Fragile Children
Regional Workshops for Teachers Working with Students Who are SED or SLD
Summer Institute on Inclusive Schools
Statewide Conference on Issues in Early Intervention
Statewide Administrators Conference
Regional Administrator Training Workshops
Technical Assistance for Schools on Supported Employment
Development of a Teacher Cadre Program for Teachers of Students with Severe Disabilities
Research and Model Development in Supported Education
Continuation of Local Transition Teams
Support to Parent Organizations
Mediation Training
County Planning for Joint Inservice Training
Local Incentive Inservice Grants
SAIL/Counterpoint Newsletters
Development and Dissemination of Innovative Practices Manuals
Special Families Projects
Development of Recruitment Materials

These projects are made possible through the use of federal funds that are appropriated to the state as part of the PL 94-142 mandate. In addition, a federal State Education Agency Grant has been secured to provide funding for many of the training workshops identified.